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17. ABSTRACT (MAX. 250 WORDS)																			
The program has operated since 1953 in five communities. High school personnel have developed a work-study program in an attempt to help students: 1) make better occupational choices, 2) gain the necessary preparation for their chosen work, 3) find placement on the job and 4) adjust to and grow on the job. Three forms of work education are offered. Exploratory work experience education is intended to help the student discover his aptitudes and interests through a variety of work situations. General work experience offers financial remunerations and school credit and is related to a student's proposed career. Vocational work experience education is a program of paid work directly related to the occupation the student expects to enter. It is recommended that the schools, the employment service, and the employers work closely together and that each school district employ a coordinator to help with the effort. Parents', students', employers', faculties' and principals' program evaluations reveal that the program is judged to be successful and of much value. The work experience education program was found not to interfere with regular school work, and participants compared favorably with non-participants. Recommendations given are applicable to any work-study program and include the formation of advisory committees and the careful supervision and assignment of students. A selective bibliography is appended.																			
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WORK EXPERIENCE EDUCATION PROGRAM

BY CLARENCE FIELSTRA

IN
SANTA
BARBARA
COUNTY
HIGH
SCHOOL
DISTRICTS

EVALUATION STUDY REPORT
TO THE
ROSENBERG FOUNDATION

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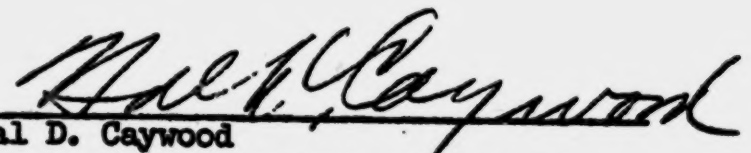
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TELEPHONE WOODLAND 7-1251

This is your complimentary copy of the Report of An Evaluative Study of the Work Experience Education Program in Santa Barbara County High School Districts.

This study, financed by the Rosenberg Foundation and sponsored by the Advisory Committee, Work Experience Education Program, was directed by Dr. Clarence Fielstra, University of California, Los Angeles. The evaluation was completed in June, 1960, seven years after the program began in five Santa Barbara County high school districts.

It is our hope that the Report of An Evaluative Study of the Work Experience Education Program in Santa Barbara County High School Districts will be of interest and use to you.

We consider this method of providing a better educational program for our youth to be most worthwhile, and we are deeply indebted to the Rosenberg Foundation for providing the means by which we are able to make this publication available to you. Further inquiries regarding the program should be directed to the above address.


Hal D. Caywood
County Superintendent of Schools

HDC:hy

WORK EXPERIENCE EDUCATION PROGRAM IN SANTA BARBARA COUNTY HIGH SCHOOL DISTRICTS

REPORT OF AN EVALUATIVE STUDY

By

CLARENCE FIELSTRA

Professor of Education

University of California, Los Angeles

1961

Sponsored by:

Advisory Committee,
Work Experience Education Program,
Santa Barbara County

Financed by:

Rosenberg Foundation Grant

Research Staff:

Clarence Fielstra, Director of Research

Raymond T. Eddy, Research Assistant

A. Garth Sorenson, Research Assistant

Helen W. Patterson, Secretary

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PREFACE

The study reported in this monograph was made possible by a grant from the Rosenberg Foundation of San Francisco, California, and was conducted under the sponsorship of the Citizens' Advisory Committee of the Work Experience Education Program of Santa Barbara County. The study was carried on from July 1, 1959, to June 30, 1960. It was directed by Clarence Fielstra, who was on full-time special leave from his position as Assistant Dean of the School of Education at the University of California, Los Angeles. His research assistants were Raymond T. Eddy, Supervisor of Special Services at UCLA, and A. Garth Sorenson, Head of the Office of Student Services in the School of Education at UCLA. Dr. Eddy gave four-fifths of his time and Dr. Sorenson gave one-fifth of his time to the project. Helen W. Patterson served as full-time secretary.

Major purposes of the study were (1) to describe the nature of the Work Experience Education Program in the five high school districts of Santa Barbara County, (2) to evaluate the purposes, procedures, and outcomes of the program, (3) to identify problems and issues, as well as strengths, in the program, and (4) to recommend some basic principles which should provide guidance for the continuation of this program and the development of a similar program in other high school districts.

More than 1,500 persons completed and returned questionnaires which had been developed for use in the study. These respondents included the following: 1,131 former high school students who had graduated in 1955, 1956, and 1959; 130 teachers each of whom had had at least one year of experience as a faculty member of the high schools involved in the study; 123 parents whose sons and daughters had graduated from the high schools in 1959; 100 employers with whom students in the program had been placed; and 29 members of the "augmented" Advisory Committee.

Data concerning students' various test scores, subjects taken, grade-point-averages earned, and rank in class were obtained directly from the cumulative files kept in the principals' offices of these five high schools: Carpinteria Union High School, Lompoc Union High School, Santa Barbara City High School, Santa Maria Joint Union High School, and Santa Ynez Valley Union High School. College records of the students who graduated from high school in 1959 were examined in the administrative offices of the following institutions: Allan Hancock College, California State Polytechnic Col-

lege, Santa Barbara City College, and University of California, Santa Barbara.

In the testing of the tenability of seventeen null hypotheses regarding differences between students who had participated in the program and those who had not, the equipment of the Western Data Processing Center located on the Los Angeles Campus of the University of California was utilized. The study was assigned Job Number 423 by the WDPC.

Periodic progress reports were made throughout the year by the research staff to the Advisory Committee. Evening meetings for this purpose were arranged by Robert Hardenbrook, Coordinator of Secondary Education, Santa Barbara County Schools Office, and were presided over by O. B. Westmont, Manager of the Johns-Manville Products Corporation, Lompoc, California, and Chairman of the Advisory Committee of the Santa Barbara County Schools Work Experience Education Program. Mrs. Jackson Chance, Executive Director of the Rosenberg Foundation, was present at these meetings.

Offices and some office furnishings for the research staff members were provided by the University of California, Santa Barbara, and were located in the Department of Education buildings on that campus. Arrangements for the use of this space were made by Glenn W. Durlinger, Chairman of the Department of Education, and John C. Snidecor, Dean of Applied Arts, UCSB. The remainder of the office furniture was provided by the Santa Barbara County Schools Office, which also made all of its facilities located in the County Schools Educational Service Center available to the staff for the preparation and duplication of questionnaires and the report of the study. Arrangements for this assistance were made by Hal D. Caywood, County Superintendent of Schools, George R. Monroe, Assistant Superintendent of Schools, and Robert Hardenbrook.

Disbursement of all funds granted by the Rosenberg Foundation to carry on the study was handled by Joe D. Paxton of the Crocker-Anglo National Bank, Santa Barbara, California, Secretary-Treasurer of the Advisory Committee of the Santa Barbara County Schools Work Experience Education Program.

Clarence Fielstra
Director of Research

Santa Barbara, California
June 30, 1960

ACKNOWLEDGMENTS

With deepest appreciation, I thank the more than 1,500 persons whose gracious cooperation and helpfulness made the carrying on of this study a most pleasant and satisfying experience. Their enthusiasm for the study and their friendliness and courtesy to the research staff made our task one of genuine enjoyment.

Specifically, grateful acknowledgment is made to the following people for their contributions to the study:

To Mrs. Jackson Chance, Executive Director of the Rosenberg Foundation, whose keen interest and insight were very helpful during the entire year; and to the Board of Directors of the Rosenberg Foundation whose

grant made possible this evaluative study of a most significant development in secondary education.

To members of the Advisory Committee of the Santa Barbara County Work Experience Education Committee, who not only sponsored the study but also took part in it. Regular members of that committee were O. B. Westmont (Chairman), Manager, Johns-Manville Products Corporation, Lompoc; T. M. Parks (Vice-Chairman), Manager, Parks Packing Company, Buellton; J. D. Paxton (Secretary-Treasurer), Chairman of Advisory Committee, Santa Barbara Main Office, Crocker-Anglo National Bank; Mrs. Herbert L. Walker (Publicity Chairman), Claire Drew Forbes Advertising Agency, Santa Barbara; Hal D. Caywood, Superintendent, Santa Barbara County Schools; Dr. Charlotte D. Elmott, Director of Special Guidance Project, Santa Barbara City Schools; Yale Griffith, Attorney at Law, Santa Barbara; Andy B. Hanson, President, Hanson Equipment Company, Santa Maria; Robert F. Hardenbrook, Coordinator of Secondary Education, Santa Barbara County Schools; Dr. Norman B. Scharer, Superintendent, Santa Barbara City Schools; E. D. Solari, Citrus Fruit Rancher, Carpinteria; C. E. Sovine, Labor Union Representative, and Member Santa Barbara Board of Education. Ex-officio members of the committee were Emmet R. Berry, Jr., District Superintendent, Carpinteria Union Schools; Walter Conrad, District Superintendent, Santa Maria Joint Union High School District; Hal W. Hamm, District Superintendent, Santa Ynez Valley Union High School District; Glen Wegner, District Superintendent, Lompoc Union High School. Additional members of the "augmented" committee were Henry D. Baylor, Principal, Carpinteria Union High School; Cedric Boeseke, Coordinator, Work Experience Education Program, Santa Barbara High School; Warner Butterfield, Coordinator, Work Experience Education Program, Lompoc Union High School; Fred J. Greenough, Assistant Superintendent, Santa Barbara County Schools; Eugene Gonzales, Supervisor of Child Welfare and Attendance, Santa Barbara County Schools; Mrs. Lucile Guiglia, Representative, California State Department of Employment, Santa Barbara; John Hall, Coordinator, Work Experience Education Program, Carpinteria Union High School; Claud H. Hardesty, Principal, Santa Barbara High School; Sheldon B. Hentschke, Assistant to Coordinator, Work Experience Education Program, Santa Barbara High School; Wales R. Holbrook, Assistant to Coordinator, Work Experience Education Program, Santa Barbara High School; George R. Monroe, Assistant Superintendent, Santa Barbara County Schools; Dr. Myron S. Olson, Chairman Secondary, Higher, and Adult Education, University of Southern California; Kenneth Osborne, Principal, Santa Maria Joint Union High School; Dr. Sidney R. Ottman, Coordinator of Health and Physical Education, Santa Barbara County Schools; Leonard Rogers, Assistant to Coordinator, Work Experience Education Program, Santa Barbara High School; Manuel J. Silva, Vice-Principal and Coordinator, Work Experience Education Program, Santa Ynez Valley Union High School; Donald L. Stillman, Principal, San Marcos High School, Santa Barbara; Dr. William Ullom, Director of Education, Lompoc Union High School; Leslie Vanoncini, Director of Work Experience Education, Santa Maria Joint Union High School; Douglas C. White,

Assistant Superintendent, Santa Barbara City Schools; and William Wilson, Principal, Lompoc Union High School.

To the Santa Barbara County Schools superintendent and staff, whose assistance was invaluable. I particularly thank Hal Caywood and George Monroe for making all of the facilities of the County Schools Educational Service Center available to us, and Robert Hardenbrook for his outstanding liaison service throughout the study.

To the superintendents, principals, Work Experience Education Program directors and coordinators, and clerical staffs of the several high schools in Santa Barbara County, who assisted us in numerous ways.

To Samuel B. Gould, Chancellor of the University of California, Santa Barbara, and his staff — especially Glenn W. Durflinger, Chairman of the Department of Education — for providing the research staff with two adjoining offices in Department of Education buildings and affording us all other campus privileges.

To Myron S. Olson, Charlotte D. Elmott, and Cedric Boeseke for giving us valuable background information regarding the development of the program in Santa Barbara County.

To the hundreds of students, faculty members, parents, and employers, who conscientiously completed our questionnaires and, in many instances, helped further by responding to personal-interview questions.

To the Western Data Processing Center on the UCLA campus, and particularly to its assistant director, Richard H. Hill, for authorizing us to use the tabulating and computing machines housed there.

To O. B. Wesmont for his excellent leadership in conducting meetings related to the study; to J. D. Paxton for handling the disbursement of all study-grant funds through the Crocker-Anglo National Bank in Santa Barbara; and to Yale Griffith for his generosity in turning over his beautiful mountain-side home to Mrs. Fielstra and me for our great enjoyment during the summer of 1959 while he was on vacation in Alaska.

To Wesley P. Smith, State Director of Vocational Education, and to Frank B. Lindsay, Chief, Bureau of Secondary Education, State Department of Education, for their excellent criticisms of the preliminary draft of this report and suggestions for its improvement.

To Byron H. Atkinson, Acting Dean of Students at UCLA, for arranging to free Raymond T. Eddy to serve as research assistant in this study, and to Howard E. Wilson, Dean of the School of Education at UCLA, for arranging my special full-time leave of absence to direct the study.

In a very special sense, I acknowledge the contributions made to the study by my associates on the research staff — Raymond T. Eddy, A. Garth Sorenson, and Helen W. Patterson. Dr. Eddy's outstanding participation in every aspect of the study was of immeasurable value; Dr. Sorenson's perceptiveness and sound suggestions were also of great value at various crucial stages of the study; and Mrs. Patterson served not only as a most competent secretary but also as an esteemed member of the research team.

C. F.

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PART I

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CHAPTER I

BACKGROUND AND PURPOSE OF STUDY

During the past half century the importance of vocational guidance and of education for economic efficiency has been repeatedly stressed as one of the major purposes of secondary education in the United States. Among the most widely read and most influential statements have been those by the Commission on the Reorganization of Secondary Education and by the Educational Policies Commission of the National Education Association.

In 1918 the Commission on the Reorganization of Secondary Education listed vocational education as one of the seven cardinal principles of secondary education.¹ Its statement was as follows:

Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work, to the end that he may select his vocation wisely

Twenty years later the Educational Policies Commission stated the purposes of secondary education under four major headings — one of them being the Objectives of Economic Efficiency.² Among the statements included under that heading were the following:

Work: The educated producer knows the satisfaction of good workmanship.

Occupational Information: The educated producer understands the requirements and opportunities for various jobs.

Occupational Choice: The educated producer has selected his occupation.

Occupational Efficiency: The educated producer succeeds in his chosen vocation.

Occupational Appreciation: The educated producer appreciates the social value of his work.

Again in 1944 the Educational Policies Commission stressed the importance of this aspect of education when it included the following statement³ in a list of the imperative needs of youth:

All American youth will be expected to engage in useful work and will need to work to sustain themselves and others; all therefore require occupational guidance and training, and orientation to current economic conditions.

A most pertinent statement also was made in 1950 by the California Framework Committee.⁴ That committee reported that "the attainment of economic efficiency requires that the individual,"

1. Understand the interdependency of economic structures and procedures
2. Understand the satisfactions of good workmanship
3. Recognize the obligation to perform an honest day's work
4. Understand the requirements and opportunities for various jobs
5. Select his occupation and prepare for it
6. Maintain and improve his efficiency
7. Realize the social value of his work
8. Plan the economics of his own life
9. Develop standards for guiding his expenditures
10. Become an informed and skillful buyer
11. Take ethical measures to safeguard his interests

Each of the foregoing statements, and numerous others similar to them, have to a greater or lesser extent affected the curriculum and the counseling program of high schools throughout the entire country. A somewhat general belief has persisted, however, that vocational guidance and occupational education for all youth — both college-preparatory and non-college-preparatory — have continued to be less than adequate. Largely as the result of such belief, various attempts have been made to develop work experience education programs which would supplement efforts already made and thus more nearly assure the achievement of one of the widely recognized functions of secondary education.

The need for more effective curricular efforts to provide vocational guidance and work experience education is clearly indicated in the results of many research studies. One example of such a study was that made by Fielstra⁵ who asked 300 prospective teachers enrolled at the University of California, Los Angeles, to evaluate the curriculum of the high schools they had attended. They were asked particularly to indicate the extent to which each of their "imperative needs" (as stated by the Educational Policies Commission) had been met through their high school programs. Of the ten imperative needs, the one for "occupational guidance and training" was reported by these university students to be one of the least well met. In fact, they said that eight other needs were better met than this one and that only the need for "consumer education" was less well met.

¹Cardinal Principles of Secondary Education. Bulletin 35, 1918, United States Bureau of Education, United States Department of the Interior, Government Printing Office, 1918. Pp. 5-10.

²Educational Policies Commission, *The Purposes of Education in American Democracy*. Washington, D.C.: National Education Association, 1938. P. 90.

³Educational Policies Commission, *Education for All American Youth*. Washington, D.C.: National Education Association, 1949. Pp. 16-17.

⁴A Framework for Public Education in California. Prepared by the California Framework Committee. Sacramento: Bulletin of the California State Department of Education, Vol. XX, No. 6, November, 1950. P. 7.

⁵Clarence Fielstra, "Evaluation of Their High School Curriculum By Prospective Teachers," *Journal of Educational Research*, LI (March, 1958), Pp. 513-20.

Literature Concerning Work Experience Education Programs

Although it was not the purpose of the study reported in this monograph to describe existing programs in work experience education, it was necessary to become acquainted with such programs in order to gain a background for the evaluation study of the program in the high school districts of Santa Barbara County. Accordingly, hundreds of sources — including books, monographs, periodical articles, and dissertations — were surveyed.

The most valuable source of information regarding work experience programs in California was a report prepared by Henry T. Tyler, Special Supervisor, Vocational Education, California State Department of Education.⁶ Tyler described the extent and variety of work experience programs in operation in the public secondary schools of the state, identified problems common to work experience programs and proposed solutions for them, recommended acceptable patterns of operation for work experience programs, and developed definitions and classifications applicable to such programs.

For information regarding work experience education programs throughout the United States, the report found to be most useful was one by De Witt Hunt, Specialist for Industrial Arts, Secondary Schools Section.⁷ Hunt described the development of work experience as a part of secondary education in American schools, gave examples of types of work experience programs found in secondary schools, stipulated considerations essential to the installation of work experience education programs, and recommended operational procedures for the programs. More than two hundred books, pamphlets, periodical articles, and other publications were listed in the bibliography appended to Hunt's report.

Of particular usefulness in the evaluation of the Santa Barbara County High School program was the *Handbook on Work Experience Education*⁸ published by the California State Department of Education. That handbook was prepared to serve as a guide to the organization and operation of work experience education programs. An especially valuable chapter in the guide was one that described how such a program could be evaluated.

Materials of even more direct applicability to the study reported in this monograph were the numerous unpublished mimeographed bulletins found in the files of the Santa Barbara County Superintendent of Schools and in the files of the five high schools involved in the study. Equally applicable were numerous theses and

dissertations based on studies of various aspects of the work experience education programs in the Santa Barbara County high schools. These theses were completed by students working for graduate degrees at the University of Southern California under the chairmanship of Myron S. Olson, Professor of Education at the University of Southern California and Consulting Director of the Work Experience Project in Santa Barbara County under the Rosenberg Foundation Grant, which made the development of the current program possible in 1953. A number of these theses and dissertations are listed in the appendix to this report.

Study Plan

The study reported in this monograph was based on a plan approved by the Advisory Committee of the Santa Barbara County Senior High School Work Experience Education Program and by the Rosenberg Foundation of San Francisco, California. A grant of \$26,140 was made by the Rosenberg Foundation to finance the study, which was to be carried on from July 1, 1959, to June 30, 1960. The following excerpts are quoted from the approved plan:

Need for the Study

Begun formally in February, 1953, the Santa Barbara County Senior High School Work Education Program has had as its purpose the development of a work study program in the five high school districts of the county. Following many state-wide studies of the need for better vocational counseling services, job placement, and work experience for California youth, this program was initiated after thoughtful preliminary study by school administrators, counselors, and teachers, a study which resulted in the organization of a Citizens' Committee to serve as the policy-forming, advisory group, to employ staff, dispense funds made available by the Rosenberg Foundation, and assist in the introduction, interpretation, and development of the program. From the beginning those associated with the project recognized the key role of the schools in providing for successful transition from school to work. They were agreed, however, that this transition could be successful only if there were recognition of the fact that such success depends, not only on the school, the parents, and the young people themselves, but also upon the involvement of all who are in position to assist in the community.

In the five and a half years since the beginning of the program, each of the individual high schools has gone forward to develop a work study program which could assist the students (1) to make better occupational choices, (2) to gain the necessary preparation for their chosen work, (3) to find placement on the job, and (4) to adjust to and grow on the job. The programs have been as varied as the five communities that the high schools serve, a fact which has contributed to the strength of the county-wide activity, for it has made possible the demonstration of effective techniques which might be adapted in either rural or urban high schools —

⁶Henry T. Tyler, *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges*. Sacramento: Bulletin of State Department of Education, Vol. XXV, No. 3, July, 1956. Pp. ix + 147.

⁷De Witt Hunt, *Work Experience Education Programs in American Schools*. Washington, D.C.: U. S. Department of Health, Education and Welfare, Bulletin 1957, No. 5, Pp. vii + 94.

⁸*Handbook on Work Experience Education* (Preliminary Edition). Sacramento: California State Department of Education, May, 1959. Pp. xiii + 130.

small or large. Integration of the program into the regular school curriculum and acceptance by local school boards of the expense of the program came much sooner than was originally expected, and by the end of the second year the program had become a part of the budget of each school district with consultive services provided by the Office of the County Superintendent of Schools.

That there is an ever-increasing interest in the development of such work study programs in the state — indeed throughout the nation — has been evidenced by the number of visitors to the Santa Barbara area to study the program in operation, the continuing requests for information that have come from every part of the country, and the written reports that have been made in both state and national publications. This interest is constantly expanding, and the Citizens' Committee and school staff feel an increasing need to provide a more adequate written guide than is now available, a guide based on sound evaluation of the total program.

There are important questions that should be answered by sound research. Is this program actually helping young people to make wise occupational choices? What procedures best provide them with an understanding of themselves and the world of work? What is the role of the school? the parent? the employer? the community agencies? Are we helping young people to prepare adequately for the choices that they make? What modifications of the school program have been developed to provide for better vocational training? Have teachers modified their courses on the basis of work study experiences? Are placement services adequate? Is there good coordination of school and community employment services? Does such a program promote the adjustment and growth of youth on the job? What do parents think of the program, and how effectively have schools and employers worked with them in coordinating school-community-employer aims and objectives? Have business and industrial organizations in the county developed better programs for orienting new employees into their work force? Do employers understand the importance of and provide good supervision for the young workers? Do they encourage young workers to improve and advance on the job? Do community agencies — school, local employment services, labor unions, personnel departments — cooperate to assist the young worker in utilizing skills and abilities while on the work study program and after leaving high school? Does this program actually help young people to mature, to develop good work habits, to understand themselves in the world of work? Has there developed a better understanding of the role of the school in vocational training as differentiated from the role of business and industry? These and many other questions need to be answered by more than the "evaluation by testimonial" which now constitutes the major support of the continuing program.

The Scope of the Study

To provide for adequate answers to these important questions, it is recommended that the study concern itself with the programs in each of the five high schools in the county and that facts about each be secured as follows:

1. Determine how many young people have been included in the program Identify from school records all who have been enrolled in work study programs for school credit.
2. Describe the group that has had this experience in terms of its characteristics Match a representative group of those who had work study assignments to a group of similar young people who have not enrolled in work study programs so that comparative data will be available.
3. Make a follow-up study of the identified groups — those who have had work education and those who have not — to determine whether or not the program has provided the outcomes which have been sought by those conducting the program. What does youth think about the program? How helpful has it been? Include in this follow-up an appraisal by the parents of the success of the program provided for both the work-study group and the control group.
4. Secure evaluations of the program from two other groups — school personnel and employers — in terms of both individual students and total judgments of the program.
5. On the basis of the findings of the follow-up study, bring together school personnel, parents, employers, and youth representatives to review findings and to develop recommendations for the improvement of the program.
6. Develop a report which will serve as a guide for the organization, administration, and supervision of school-work programs in both rural and urban high schools.

Advisory Committee

The Citizens' Advisory Committee with the superintendents of the five high school districts as *ex officio* members will have responsibility for advising staff, guiding them in the collection and interpretation of data, assisting in the public interpretation of the study. It is further recommended that the State Department of Education Committee on Work Experience be asked to meet with the Citizens' Committee to review plans for the evaluation so that its usefulness on a state-wide basis may be augmented by their advice and counsel.

Purposes of Study

It should be noted that this study was concerned almost exclusively with that part of the Santa Barbara County Work Experience Education Program which provided *credit* toward high school graduation for students who participated in it. Non-credit aspects of the pro-

WORK EXPERIENCE EDUCATION PROGRAM

gram were investigated, but they were evaluated only to the extent that such evaluation had a bearing on the credit aspects. It should be noted also that the study was concerned with *educational* procedures and outcomes of the program rather than with the legal or financial aspects. These limitations were in accord with the foregoing plan approved by the Advisory Committee and by the Rosenberg Foundation.

To the extent that availability of data and practicability permitted, the purposes of the study were those stated or implied in the approved study plan. Expressed most concisely, those purposes were the following:

1. To describe the nature of the Work Experience

Education Program in the Santa Barbara County High Schools.

2. To evaluate the purposes, procedures, and outcomes of the program.

3. To identify problems and issues, as well as strengths, of the program.

4. To recommend basic principles, which should govern procedures involved in the continuance and improvement of the program.

The criteria used and the specific questions raised in the conducting of the study are presented in Chapter II.

CHAPTER II

CRITERIA FOR EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM

Numerous criteria were selected for use in evaluating the Work Experience Education Program of the Santa Barbara County High Schools. Many of these were derived from a survey of related literature, and others were developed in preliminary interviews with school administrators, work experience education coordinators, teachers, lay members of the work experience education program advisory committee, employers, and high school students in Santa Barbara County.

Code Regulations

Basic to all other criteria were the regulations stated in the California Administrative Code.⁹ The following regulations governing work experience education were approved by the California State Board of Education on July 10, 1958, and became effective on August 17, 1958:

Article 13.1. Work Experience Education

115.20. *Approved Plan Required.* Any program of Work Experience Education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 10231 through 10237 shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. The plan shall set forth a systematic design of Work Experience Education whereby young people, while still enrolled in school, will gain realistic employment experience through part-time work. Among other things, the plan submitted shall contain the provisions:

(a) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

(b) A specific description of the respective responsibilities of the school, the pupils, the employer, and other co-operating agencies in the operation of the program.

(c) A statement that the district will:

- (1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in the Work Experience Education Program.
- (2) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.
- (3) Make certain that work done by pupils is of a useful educational nature.
- (4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

(5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

(6) Provide necessary clerical and instructional services.

115.21. *Classifications of Work Experience Education.* Work Experience Education is a district-initiated and district-controlled program of education consisting of one or more of the following types:

(a) *Exploratory Work Experience Education*, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) *General Work Experience Education*, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) *Vocational Work Experience Education*, having as its purpose the extension of vocational learning opportunities for the pupil through part-time employment in the occupation for which his course in school is preparing him.

115.22. *School Credit.* The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:

(a) *In High School*, a total of 40 semester periods made up of one or a combination of two or more of the following types:

- (1) *For Exploratory Work Experience Education:* Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.
- (2) *For General Work Experience Education:* Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.
- (3) *For Vocational Work Experience Education:* Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

⁹California Administrative Code, Article 13.1, Sections 115.20 through 115.26, Subchapter 1, Chapter 1.

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(b) *In Junior Colleges*, a total of 16 credit hours made up of one or a combination of two or more of the following types:

- (1) *For Exploratory Work Experience Education*: Three (3) credit hours per semester with a maximum of one semester.
- (2) *For General Work Experience Education*: Three (3) credit hours per semester with a maximum total of six (6) credit hours.
- (3) *For Vocational Work Experience Education*: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

115.23. *Pupil Qualifications*. In order to qualify for participation in the Work Experience Education program, a pupil shall:

(a) Have attained a junior standing in high school or 16 years of age, except that, with specific authorization by the principal, individual pupils with exceptional need who are 15 years of age may be enrolled.

(b) Be a full-time pupil. For the purposes of this section a full-time pupil means one of the following:

- (1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the secondary school in which he is enrolled.
- (2) A high school pupil enrolled in four or more subjects, including Work Experience Education as one of such subjects.
- (3) A junior college pupil enrolled in 12 or more credit hours, including the credit hours for work experience.

(c) Have, if a high school pupil, parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the Work Experience Education chosen.

(e) Have a vocational or educational goal to which the Work Experience Education chosen will, in the opinion of the district, contribute.

115.24. *Supervision*. In carrying out its plan for Work Experience Education, the district shall, in addition to meeting the requirements of Section 115.20, provide sufficient services for initiating and maintaining work stations, for coordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the student's progress.

(d) Consultation with the student.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the Joint Apprenticeship Committee in order to avoid duplication of supervisory services.

115.25. *Records*. The district shall maintain records which shall include:

(a) A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.

(b) A record of work permit issued if applicable.

(c) The employer's report of pupil attendance and performance on the job.

(d) The supervisor's report of his observations of the pupils.

(e) The supervisor's report of his consultations with employers.

(f) The supervisor's rating of each pupil, including grade.

115.26. *Selection of Work Stations*. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.

(b) The employer knows of the intent and purpose of the Work Experience Education Program.

(c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.

(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.

(e) Over-all desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil.

(f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.

(g) The employer, as required by law, will provide adequate compensation insurance.

(h) The employer will maintain accurate records of the pupil's attendance.

Tyler's Recommendations

Used also as criteria in the evaluative study reported in this monograph were pertinent recommendations which Henry T. Tyler presented at the conclusion of his study of work experience programs in California. Inasmuch as Tyler's report apparently had had marked influence on the *California Administrative Code* regulations presented in preceding pages, an overlapping of the two sets of "criteria" is evident. Following are the recommendations selected from Tyler's report:¹⁰

1. A work experience education program should be begun by a school only after careful planning, which should, preferably, include the utilization of representative community leaders as an advisory committee.
2. State Department of Education approval should be obtained before any local work experience education program is opened for enrollment.
3. In order to assure adequate staff time for the successful operation of work experience education, assignments of coordinators should not exceed, on a full-time-equivalent basis, 50 students for the exploratory-type high school program, and 72 students for a general work experience education program in high school or junior college. When a vocational work experience education program in either high school or junior college is coordinated by someone other than the vocational teachers, the coordinator, on a full-time-equivalent basis, should have no more than 72 students. During the initial stages of the growth of a work experience education program, the minimum daily time allocation to a coordinator for the promotion of such a program should not be less than two class periods.
4. The person designated to direct a work experience education program should be given the title "Coordinator of Work Experience Education," unless, in a large operation the actual coordination of employment and school activities is performed by another individual. Moreover, the person who directs a school's work experience education program should be given recognition as a member of either the administrative or the guidance staffs.
5. Substantial amounts of well-qualified secretarial service, commensurate with the needed volume of work, should be provided work experience education personnel both in high school and junior college.
6. The minimum age for eligibility to enroll in any type of work experience education should be 16.

¹⁰Henry T. Tyler, *op. cit.*, Pp. 120-22.

7. Students in all three types of work experience education should be enrolled in a program that consists partly of classroom activities and partly of part-time employment (or career exploration, in the case of the exploratory type), which is viewed as the laboratory portion of the course.

8. Any part-time employment that is to be used by a student for the laboratory part of a work experience education program should be investigated in person and approved by the school representative before the student's enrollment in the program is considered complete.

9. Work permits and permits to employ should be used uniformly in all types of work experience education for students under 18.

10. All federal, state, and local laws relating to working minors should be observed in work experience education.

11. Work done by each student in work experience education should be carefully evaluated by the school's representative, as well as by the employer.

12. Verification of employment hours reported by students should be by the employer's signature in all cases.

13. Both in high schools and junior colleges, essential facts concerning work done by work experience education students should regularly be entered on students' permanent records.

14. Work experience education of both exploratory and general types should be administered through the guidance department of the school.

California Handbook Questions

A third set of "criteria" used in the study were taken from the California State Department of Education *Handbook on Work Experience Education*.¹¹ According to that volume, any evaluation of a work experience education program should obtain answers to the following questions:

Aims and Objectives

1. Does the plan of operation set forth the philosophy and objectives of the program?
2. Is the program evaluated periodically in terms of these objectives?
3. Are the objectives adjusted periodically as changes occur in the community?

¹¹California State Department of Education, *op. cit.*, Pp. 75-79.

Coordination

1. Does the coordinator's schedule provide sufficient time for coordination activities?
2. Does the coordinator use this scheduled coordination time only for coordinating purposes?
3. Does the coordinator plan his time carefully and develop a realistic schedule for coordination that he can follow?
4. Does the coordinator visit each training station at regular intervals and observe the student while he is on the job?
5. Do the employer and the coordinator work together in close cooperation?
6. Is there regular contact by the coordinator with the student's immediate supervisor in order to learn of the student's progress?
7. Does the coordinator keep a record of his daily coordination activities?
8. Does the coordinator keep records of each student's performance and progress on the job?
9. Does the coordinator use the records of student performance and progress as a basis for both classroom instruction and conference with students?
10. Is there a regular evaluation by the coordinator and the employer of the student's progress on the job?
11. Does the coordinator have the personal leadership qualities necessary to unite effectively school and community groups in support of the program?
12. Does the coordinator participate actively in school and community activities?
13. Is the coordinator respected by the students and faculty?

Work Stations

1. Are employers carefully briefed concerning the purposes of the work experience education program and of the work station?
2. Are work stations selected on the basis of whether or not their facilities provide adequate work experience?
3. Does the work station provide an opportunity for well-organized, varied learning situations?
4. Are the legal requirements that are concerned with the employment of youth being met?

Classroom Instruction

1. Is the class carefully planned for in advance?
2. Does the classroom instruction include a variety of teaching methods and techniques such as conferences, lectures, films, panel discussions, student reports, and individual and group projects?
3. In the planning of instruction, is full advantage taken of community resources by such activities as providing visits to local firms and appearances of community leaders before the class?
4. Are the student's individual problems given attention?
5. Is information presented concerning the basic skills and attitudes that are common to all employment?
6. Does the instructor use suitable instructional materials in the classroom?
7. Are reports made by the employer and coordinator used as a basis for classroom instruction and conferences?
8. Are students given an opportunity to participate in the evaluation of classroom instruction?

The Advisory Committee

1. Has a general advisory committee made up of community representatives been appointed?
2. Does this committee meet regularly and function actively?
3. Has this committee been used to assist in the formulation of the philosophy and objectives of the program?
4. Has this committee been used to assist the coordinator in locating training stations?
5. Does the coordinator furnish leadership for the committee and plan the agenda for its meetings?
6. Are the school administrator and the coordinator actively involved in the operation of the advisory committee?
7. Does the committee give continuing advice and counsel to the coordinator?

Public Relations

1. Has the program been adequately publicized and promoted among various community organizations?

2. Have the objectives, philosophy, and operation of the program been publicized with the entire faculty in an effort to build genuine understanding?
3. Are the written objectives and operating procedures of the program made available or presented to parents of potential students?
4. Are the guidance counselors informed of the program and of its place in the total school program?
5. Is the program publicized periodically in community and school publications?
6. Is the program respected by the community, the school, and the parents?
7. Is there a well-planned program of public relations that includes the use of such media as newspapers, radio, television, movies and films, brochures and leaflets, talks to various community groups, and exhibits and displays?

Records and Reports

1. Does the coordinator have access to, and use, complete student records, including tests, grades, attendance and health records, and other available data?
2. Are suitable forms used for recording each of the various coordinating activities?
3. Does the coordinator prepare a record of his daily coordination activities and present it weekly or monthly to his school principal?
4. Does the coordinator keep systematic records of all the activities and the performance of each student on the job and in the related instruction classroom?
5. Is the student's job performance evaluated periodically by the employer?
6. Is the employer furnished with an evaluation device for use for this purpose?
7. Does the school maintain as part of the student's cumulative record complete information concerning the student's work experience education activity?

Student Follow-up

1. Is there an organized system of follow-up of each former student?
2. Are the findings of follow-up activities recorded and reported to the school administration, faculty, and advisory committee?
3. Is an effort made to adjust the work experience education program on the basis of findings of follow-up activities?

Specific Questions

Taken from the study guide quoted in Chapter I of this report, or derived from preliminary conferences with persons involved in the Santa Barbara County program, the following specific questions — many of them closely related to the statements already presented in this chapter — were also raised by the research team in the course of the evaluative study:

1. What are considered to be the purposes of the Work Experience Education Program according to the opinions of school administrators, teachers, parents, employers, and students?

2. Which of the stated purposes of the program are believed to be met according to the opinions of the school administrators, teachers, parents, employers, and students?

3. How essential as part of the high school curriculum is the program considered to be according to the opinions of school administrators, teachers, parents, and employers?

4. What do teachers consider the effect of the program to be on the school curriculum?

5. What values do employers believe they gain from participation in the program?

6. How do students who participate in the program differ from non-participants in terms of sex, intelligence, and socio-economic background?

7. How do students who participate in the program differ from non-participants in courses taken in high school and in grades earned in these courses?

8. How do students who participate in the program differ from non-participants in the *kinds* of vocational guidance and occupational education they say they received while in high school and in the *sources* of such guidance and education which they report as having received?

9. How do students, capable of college entrance, who participate in the program differ from non-participants in the extent of higher education subsequently received and in grades earned while in colleges and universities?

10. How do students, not going on to colleges or universities, who participate in the program differ from non-participants in the "soundness" of their vocational choices and in their occupational "success"?

11. How adequate is the supervision of the program according to opinions of school administrators, parents, teachers, employers, and students?

12. What are the problems or issues involved in the program according to opinions of those involved in it?

Findings with regard to these questions are given in subsequent chapters of this report.

CHAPTER III

CHARACTERISTICS OF THE WORK EXPERIENCE EDUCATION PROGRAM IN SANTA BARBARA COUNTY HIGH SCHOOLS

The history of the Work Experience Education Program in the high school districts of Santa Barbara County was briefly reviewed in a report¹² to the Rosenberg Foundation by Myron S. Olson, Professor of Education, University of Southern California, and at that time Consulting Director of the Work Education Project. That historical review was duplicated and made available through the Santa Barbara County Schools Office.¹³

No attempt was made here to summarize or to repeat the historical review already made; but a few background statements are presented, and most pertinent facts regarding the current characteristics of the program are given. The following background statements were excerpted from a printed folder¹⁴ which had been widely distributed by Santa Barbara County Schools officials:

What is Work Education?

The Work Education Program in Santa Barbara County is a cooperative effort by the five high school districts of the County and the citizens of the separate communities to give our young people the opportunity to discover their own vocational interests while doing "real" work in business, industry and the professions.

Why Was It Started?

It was developed in answer to the need for teenagers, to find employment to help them grow into mature well-informed, responsible citizens. School administrators and leading citizens of Santa Barbara County joined together to provide this type of learning for our boys and girls of high school age.

How Did It Begin?

The program began in February 1953 with a generous grant from the Rosenberg Foundation to support the first two years of study. Since February 1955 it has been supported by the five high school districts included in the activity and the County School Superintendent's Special Service Fund. A County Citizens' Advisory Committee was originally formed to accept the special funds, establish policies, and employ the research staff. The committee has continued in an advisory capacity and has been a valuable aid in strengthening effective community understanding and support.

¹²Myron S. Olson, *Santa Barbara County High Schools Work Education Program* (Unpublished Report to Rosenberg Foundation). Santa Barbara County Schools, 1955. Pp. 8-20.

¹³Santa Barbara County Schools, *Historical Diary of the Work Education Program* (Mimeographed). Santa Barbara County Schools, 1955. Pp. 1-13.

¹⁴Santa Barbara County Schools, *Work Education in Santa Barbara County* (Printed folder, not dated and not paginated).

What Are the Three Types of Work Education?

1. *Exploratory Work Experience Education* — a program of work on school time, with school supervision and school credit, in a business, industry or profession, without pay, to help the student discover his aptitudes and interests in a variety of work situations. This has opened up opportunities in hospitals, clinics, schools, banks, lawyers' offices, laboratories, governmental offices, etc., where the student has moved from station to station within the organization, learning about a number of departments and the standards of training and behavior required for each. The entire county has become the students' laboratory for studying the world of work and matching themselves against the standards which it sets for the worker.

2. *General Work Experience Education* — a program designed to give teen-agers experience in part-time paid employment, performed during school hours or after school, with school supervision and school credit for work successfully accomplished. This gives the student experience not only in "real" work which meets "real" standards, but also in learning the value of money which he has earned. This type of work experience need not be directly related to the career for which the student is preparing.

3. *Vocational Work Experience Education* — a program of paid work directly related to the occupation which the student expects to enter. This may be considered a practical laboratory for the student's in-school occupational education. Santa Barbara County schools have long had experience with this type of work education as an essential part of vocational education.

What Are the Special Values of Work Education?

1. *To the Student* — working in the adult world has given students a new feeling of "belonging." Being given responsibilities has in turn made the student accept those responsibilities in a more mature way. The young person who has "tried out" in a variety of work situations is better able to choose the career for which he is best suited and in which he can contribute the most as a citizen. The work education program has resulted in bringing youth and adults closely together in a way which has not been possible before.

2. *To the Community* — This organized approach to work education has been received with great favor by the citizens of Santa Barbara County. Young people have demonstrated that they can be relied upon for really important work. Giving them

such meaningful activity as part of the community has meant that they are less likely to get into trouble. Testifying at the Santa Barbara Town Meeting on Juvenile Delinquency on March 20, 1956, several young people reported that youth's problems could be solved, not by recreation but by an extension of work opportunities such as those that they had enjoyed.

3. *To the Schools* — The close association of school and business which resulted from work education — school supervision, conferences between school personnel and employers and between students and coordinators, work evaluation — all help the schools become aware of needed changes in the curriculum to prepare young people for the demands of the working world. The work education program is one of the best ways for the schools to learn about rapid changes and advances in work methods and to revise educational programs in accord with these advances.

4. *To the Future of Our Country* — the great scientific and technical advances in our country today have brought about the age of automation — an age in which every worker must be a specialist. Young people who have been trained in work education during their high school days will be better able to make effective contributions to the adult world when their school days are over.

How is the Program Organized?

The program depends for success on a close working relationship between school, employment service and employers. In Santa Barbara County each school district employs a coordinator, either full or part time, to supervise the placement of students, to work with parents and employers, and to report to school counselors and teachers on the needs of each individual worker. Each local office of the California Employment Service has provided record forms, testing services, reports of placement opportunities, etc., and has worked closely with the high school placement office. This means that students completing their high school work are already familiar with the employment service and have a work record to aid them in seeking adult jobs. The community has ready access to a source of valuable student labor not only for day to day work but also for special employment periods such as Christmas.

The Work Education Program is school-centered as part of the educational program for each student, and closely tied in with the employment service for the community in general.

Who Is Eligible for Work Education?

Since this is an elective, any senior high school student may enroll. It is recommended primarily for juniors and seniors. Decision as to enrolling in the program is made by the student after study of his total high school program and consultation with parents and school counselors.

How Many Students Participate in the Program?

The number of students participating in the Work Education Program varies according to the availability of students and the needs of the community. During the first semester of the school year 1955-56, 931 students from the five high schools in Santa Barbara County were enrolled in Work Experience Education.

How Much School Credit Is Given for Work Education?

Students receive one subject credit per semester for 10 hours work per week on the non-paid program, and one subject credit for 20 hours work per week on the paid program.

Highly pertinent background information about the Work Experience Education Program in the Santa Barbara County High School Districts was also found in a mimeographed statement¹⁵ circulated in 1956. The following questions and responses were excerpted from that statement:

Question 1. What added costs does this program entail?

Answer: There are added costs dependent upon the personnel required for placement and supervision, but at the same time the school gains the use of highly diversified community resources, all of which are too expensive for the school to duplicate.

Question 2. A program like this does not run itself. What staff is required?

Answer: The size of the staff is determined by the number of students on Work Education. The program should be directed by a coordinator whose job is to handle job relations, make placements, and supervise students. In one school the administration has given the equivalent of four periods per day for the supervision of its 50 students. Another school has given one teacher two periods to supervise fifteen students.

Question 3. How many students should a coordinator handle?

Answer: We would like to hold this figure to 50. We feel that 50 students, 50 employers, and 50 parents with whom to keep contacts is a sufficient load. However, in practice, we have had to assign a greater load to our coordinators.

Question 4. Have you had any assistance in setting up the program from any outside agency?

Answer: The Rosenberg Foundation paid for the first two years of this study. This made it possible to appoint a Director and two coordinators to work throughout the county. Such an organization would not be necessary to begin a similar program on a small scale.

¹⁵Some Questions about the Santa Barbara County Work Education Program (Mimeographed statement circulated by the Santa Barbara County Senior High Schools Work Education Program Committee, 1956). Pp. 1-7.

Question 5. What do you recommend to the school system interested in initiating this type of program?

Answer: Political subdivisions of the State, i.e., city or county agencies, are exempt from existing statutes regarding minimum wages. A school can, therefore, legally place students in such areas as public libraries, county or city clinics, any city or county offices, etc. Students may also be placed as teachers' helpers in the public schools. We feel that placement in such areas is a logical point of beginning.

Question 6. What type of cooperation have you had from the labor unions in your County?

Answer: We have met with the representatives of unions and have found them to be 100 percent cooperative. They recognize that this is a part of general education and is not intended to replace adult labor in any way. They even ask to have some students placed in their own offices.

Question 7. How much emphasis has this program received in relation to the total school program?

Answer: The schools have placed this program on a par with other courses in the curriculum. It has the same status as do the existent elective courses.

Question 8. Does this program have any specific implications for the present school curriculum?

Answer: Definitely, yes. We regard Work Education as one test of the effectiveness of the curriculum. If students have difficulty in making adjustment to the adult world when placed on jobs in which they have an interest, the question is logically raised as to whether or not our curriculum is meeting student and community needs.

Question 9. Do you have a Lay Committee: if so, what is its function?

Answer: We do have such a committee. When the Rosenberg Grant was made for this study, it was not felt to be desirable to give money directly to the schools; consequently, the County Lay Committee was appointed to organize and coordinate the program. This committee assumed responsibility for the disbursement of funds and appointed the county-wide Work Education staff. The Committee has continued to serve as an advisory group, with consultant service provided by the County Superintendent of Schools' Office. The enthusiasm and the prestige which this committee has given to the program have been invaluable. We feel that a school initiating a Work Education program should by all means have a local Lay Committee.

The following questions and answers "from a guidance and counseling viewpoint" were also taken from the 1956 statement:¹⁶

¹⁶*Ibid*, Pp. 8-10

Question 1. Who secures the openings for student placement?

Answer: The teacher-coordinator in the individual school, or the area coordinator in the case of several of our schools which share an outside coordinator.

Question 2. How does a student enroll in the program?

Answer: By direct application to the school coordinator or placement office.

Question 3. How long does each placement last?

Answer: Length of placement varies according to the type of experience desired; usually from two to six weeks, but in many cases as long as an entire semester.

Question 4. How much time every day is spent on the program by the participating students?

Answer: From one to two periods; we urge the students to take two periods.

Question 5. Are the students screened before placement?

Answer: Yes, we use all available school records and the services of the school counselors. We interview each applicant one or more times in order to determine whether or not the desired experience will be helpful to the student's vocational interest.

Question 6. Who supervises the pupils on the program?

Answer: The teacher-coordinator of the local school or the area coordinator.

Question 7. How often are the students supervised and evaluated?

Answer: At least once every four weeks. When the student is first placed, the supervisor checks more frequently in order to insure proper student adjustment.

Question 8. How are the students evaluated?

Answer: A rating card has been developed which is filled out by the student's immediate superior on the job. The school supervisor also evaluates the student's performance and the student himself is asked to evaluate his own experience.

Question 9. What safeguards are set up to prevent exploitation of the student?

Answer: Before a placement is made, the coordinator, the student, and the employer discuss and fill out a schedule of experiences that the student will receive and a proposed time limit for these. This is signed by the employer, the student, and the parent.

Question 10. What group counseling is done?

Answer: Each vocational unit taught in the school now develops the idea of Work Education. When the juniors make out their tentative programs in the spring, those interested in the Program are referred directly to the work coordinator.

Question 11. Can a student take this training and still meet college and graduation requirements?

Answer: Yes, it takes some planning so that the student's schedule may be arranged properly but the difficulty is not insurmountable.

Question 12. Is it not true that once a student experiences some success in his placement that he is apt to give up college for an immediate job?

Answer: So far we have found the reverse to be true; the students see how little applicable training they have had and seek further education.

Question 13. Where does the gifted pupil fit into such a program?

Answer: The student who is truly gifted will find real challenge to his abilities; if he expresses an interest in medicine, he can be placed with several different doctors in the community who will provide incentive for all the additional study that he can handle.

Question 14. How about the special student in our schools, where does he fit into the picture? (Physically and mentally retarded)

Answer: For the first time, we have the chance to make school seem to be of value for this type of person. Such placements are far more difficult to arrange because of the special needs of the students involved. One school has placed all 18 of its students in the Special Training Program during the afternoons. Their teacher is thus freed to supervise their work and then bring back to the classroom common problems and interests. Their course of study is applicable directly to their work. The mathematics, English and Social Studies are based upon their daily job environment.

Question 15. What records are kept?

Answer: Participating students receive credit and grades for their work; this information is part of their permanent record cards. The rating cards can also serve as the basis for excellent job references should the student ever refer an employer to the school.

Question 16. Are the schools offering any related courses for the students to take?

Answer: No in most cases, commercial courses excepted. It would be nearly impossible to offer courses covering as wide an area as the present placement. Of course, under general education, we hope that all courses taken by the students are related to their work education.

Question 17. How is the student's work related to his classwork?

Answer: The school work coordinator has as his responsibility the job of tying the two activities together through frequent interviews with the student and reports to counselors and classroom teachers.

Question 18. Will a student have to meet any basic requirements to be placed on the program?

Answer: There are no specific grade averages to be met. The overall picture is thoroughly considered, however, in the placement. Just because a student asks to be placed with an engineer is no sign that the school will so place that student — his previous record should indicate a probable interest and aptitude.

Question 19. Do you work with any particular age or grade group?

Answer: We are confining ourselves to the senior level for the most part. One school will place more juniors next year with the idea of letting the students have the extra year in which to benefit from gains received while on Work Education.

Question 20. Do you encounter any scheduling difficulties?

Answer: In the small high school (220-300) there is very definitely a problem in arranging classes to permit this activity. In the larger high schools, where there is a broad elective pattern of courses, the problem isn't as pressing.

Question 21. How many experiences can a student obtain in a year?

Answer: That depends entirely upon the type of experience desired by the student. Usually two or three may be completed.

Purposes of the Program

Although the materials quoted above include general references to the purposes of the Work Experience Education Program in the Santa Barbara County High Schools, it was believed that a statement of more specific and current purposes was needed for use in this evaluation study. Accordingly, on the basis of an extensive review of literature regarding work experience education in California — and particularly in Santa Barbara County — and on the basis of numerous interviews with personnel associated with the Santa Barbara County High Schools program, a set of seventeen statements of purpose was prepared by the research staff making the evaluation study.

That set of statements of purpose was submitted to the principals of the high schools in Carpinteria, Lompoc, Santa Barbara, Santa Maria, and Santa Ynez (the five high schools which had the Work Experience Education Program) with the request that they indicate which of the purposes they had had for the program in their schools. The principals were asked to check once each statement of purpose that applied to their schools, and to check twice each statement of purpose that they considered of greatest importance. They were asked also to add statements of purpose, not included among the seventeen submitted to them, which applied to their programs.

In Table I, which follows, are shown the mean numbers of checks given each statement by the principals. The rank order of each statement is also indicated.

Table I
PRINCIPALS' RATINGS OF PURPOSES OF WORK EXPERIENCE EDUCATION PROGRAM

Statement of Purpose	Mean Number of Checks Given*	Rank Order
a. To make wiser career choice	1.6	4.5
b. To learn what employment entails	1.2	10.0
c. To develop better understanding of the meaning of work	1.4	7.5
d. To make progress toward chosen occupational goals	1.6	4.5
e. To learn to assume greater responsibility	1.6	4.5
f. To gain knowledge and attitudes necessary for successful job performance	1.8	1.5
g. To acquire better work habits	.8	16.0
h. To learn how to get along with fellow workers and employers	1.2	10.0
i. To develop better personality and more poise	1.0	13.0
j. To augment financial resources	.8	16.0
k. To make better school adjustment and avoid drop-out	1.2	10.0
l. To develop more appreciation of the value of wages	.8	16.0
m. To develop more appreciation and understanding of the relationship between formal education and job success	1.6	4.5
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	1.8	1.5
o. To broaden understanding of the occupational world and of working conditions in the world of work	1.4	7.5
p. To develop better understanding of the community	1.0	13.0
q. To make the transition from school to work	1.0	13.0

*One check indicated that item was considered to be a statement of purpose; two checks indicated that item was considered to be a statement of purpose of "greatest importance."

An examination of Table I reveals that the principals of the five participating high schools placed the statements of purpose of their Work Experience Education Programs in six groups in terms of importance.

The most important purposes, according to their ratings were these two:

- f. To gain knowledge and attitudes necessary for successful job performance
- n. To explore the fields in which occupational interest lies and to determine suitability for those fields

The second most important purposes were the following:

- a. To make wiser career choice
- d. To make progress toward chosen occupational goals
- e. To learn to assume greater responsibility
- m. To develop more appreciation and understanding of the relationship between formal education and job success

The third most important purposes were as follows:

- c. To develop better understanding of the meaning of work
- o. To broaden understanding of the occupational world and of working conditions in the world of work

The fourth most important purposes were these three:

- b. To learn what employment entails
- h. To learn how to get along with fellow workers and employers
- k. To make better school adjustment and avoid drop-out

The fifth most important purposes were the following three:

- i. To develop better personality and more poise
- p. To develop better understanding of the community
- q. To make the transition from school to work

The least important of the purposes were these:

- g. To acquire better work habits
- j. To augment financial resources
- l. To develop more appreciation of the value of wages

Since no additional statements of purpose were given by any of the high school principals, the seventeen statements submitted to them, and accepted by them to the extent shown in Table I, were used in the subsequent opinionnaires and questionnaires submitted to parents, teachers, employers, and students who took part in the evaluative study.

Current Characteristics of Work Experience Education Program

In order to supplement information contained in earlier mimeographed statements about the characteristics of the Work Experience Education Program in the five high schools of Santa Barbara County, answers to a number of pertinent questions were sought from the principals of those schools. The questions asked and the responses given are reported below:

Selection and Eligibility of Students for Work Experience Education Program

Question 1. Students of which grade levels are eligible to enroll in your Work Experience Education Program?

Response by principals: 11th grade — 4 schools; 12th grade — 5 schools.

Question 2. To be eligible to enroll for Work Experience Education must a student have any minimum grade average for his courses?

Response by principals: Yes — 3 schools; No — 2 schools.

Note: When a minimum average was required, it was a "C" average, but exceptions were reported made in light of other considerations of the student's total school program.

Question 3. To be eligible to enroll for Work Experience Education must a student have reached a minimum age?

Response by principals: Yes (16 years of age) — 2 schools; No — 3 schools.

Question 4. To be eligible to continue in a Work Experience Education Program must a student maintain a minimum grade average?

Response by principals: Yes — 3 schools ("C" work or in line with ability); No — 2 schools.

Question 5. To be eligible to continue in a Work Experience Education Program must a student maintain any specified attendance record at school?

Response by principals: Yes — 5 schools (Perfect attendance, with absence only for illness, required)

Question 6. Who initiates a request that a student be enrolled for Work Experience Education?

Response by principals: Students — 5 schools; Parents — 2 schools; Counselors — 3 schools; Teachers — 3 schools; Attendance Supervisor — 1 school.

Question 7. In placing Work Experience Education students in jobs to what extent are the parents consulted?

Response by principals: Regularly — 2 schools; Generally — 2 schools; Sometimes — 1 school.

Question 8. In your Work Experience Education Program, how are jobs obtained for participating students?

Response by principals: By the student — 3 schools; By school employees — 4 schools; By personnel of Junior Employment Service (California State Employment Service) — 1 school.

Administration and Supervision of the Work Experience Education Program

Question 1. What is the title of the person who directs your total Work Experience Education Program?

Response by principals: Principal — 1 school; Vice-Principal — 1 school; Director of Work Education — 1 school; Work Coordinator — 1 school; Work Education Teacher — 1 school.

Question 2. What school personnel (titles) supervise your Work Experience Education students?

Response by principals: Vice-Principal — 1 school; Director of Work Education — 1 school; Work Coordinator — 1 school; Work Education Coordinator — 1 school; Teachers and Work Coordinator — 1 school.

Question 3. What is the total weekly allotment of time for supervision of your Work Experience Education students?

Response by principals: 40 hours — 1 school; 20 hours — 1 school; 16 hours — 1 school; 10 hours — 1 school; 7 hours — 1 school.

Question 4. How is work of students in the program checked upon?

Response by principals: By phone calls from school coordinator to the employer — 4 schools; By written evaluations of student's work, prepared by employer — 4 schools; By school personnel visits to the student's place of employment — 5 schools; By in-school interviews with the student — 5 schools.

Question 5. On the average, how many supervisory contacts of any kind are made per Work Experience Education student per semester?

Response by principals: 15-20 contacts — 1 school; 15 contacts — 1 school; 10-16 contacts — 1 school; 10 contacts — 1 school; 2 contacts — 1 school.

Question 6. How do you deal in the school with "related topics" of special interest to Work Experience Education students?

Response by principals: By having regularly scheduled "related classes" at school — 0 schools; By having irregular group meetings — 0 schools; By having topics specifically included in other courses — 1 school; By having individual interviews with the students at school — 4 schools.

Question 7. Does your Work Experience Education Staff have office space, giving privacy for interviews with students?

Response by principals: Yes — 4 schools; No — 1 school.

Question 8. Is clerical help provided your Work Experience Education Staff? To what extent each week?

Response by principals: Yes, 15 hours of student help — 1 school; Yes, 7 hours — 1 school; Yes, when needed — 2 schools; No — 1 school.

Question 9. What is the minimum number of periods of released school time which you allow a student for Work Experience Education when he is taking it for credit?

Response by principals: 1 period per day — 3 schools; 2 periods per day — 2 schools.

Question 10. What is the maximum number of periods of released school time you allow students for Work Experience Education?

Response by principals: 2 periods per day — 3 schools; 4 periods per day — 2 schools.

Question 11. Is a written training agreement developed with the employer for each student who is placed in a Work Experience Education job?

Response by principals: Yes — 2 schools; No — 3 schools.

Question 12. Does each Work Experience Education student go through a planned series of learning experiences?

Response by principals: Yes, planned jointly by the employer and school coordinator — 4 schools; Yes, planned by employer — 1 school.

Question 13. How often is the work of each student rated (in writing) by the school coordinator?

Response by principals: Weekly — 2 schools; 2 times per semester — 2 schools; 1 time per semester — 1 school.

School Credit for Work Experience Education

Question 1. What is the minimum number of semester hours of credit per semester which may be earned by a student in Work Experience Education?

Response by principals: 5 semester hours — 3 schools; 2½ semester hours — 1 school; 2 semester hours — 1 school.

Question 2. What is the maximum number of semester hours of credit per semester which may be earned by a student in Work Experience Education?

Response by principals: 5 semester hours — 4 schools; 10 semester hours — 1 school.

Question 3. What is the total number of semester hours of credit which a student may earn toward high school graduation through Work Experience Education?

Response by principals: 20 semester hours — 4 schools; 40 semester hours — 1 school.

Question 4. How many hours of work per week must a student spend on Work Experience Education to earn 5 semester hours of subject credit?

Response by principals: 10 hours per week in "non-pay" programs; 20 hours per week in "pay" programs.

Question 5. Do any of your Work Experience Education students earn monetary pay as well as high school credit for their participation in the program?

Response by principals: Yes — 3 schools; No — 2 schools.

Characteristics of Students Who Participate in Work Experience Education Program

Having gained essential background information regarding the nature of the Work Experience Education Program in high schools of Santa Barbara County, its purposes, and its administration and supervision, the research team for this evaluation study sought to obtain pertinent information regarding students who participate in the program.

Percentage of Student Body Participating in Program

First of all, information was obtained regarding the percentage of the total student body of the five high schools who participated in the program for credit. It was found that an average of approximately 26 percent of the graduating students from 1955 through 1959 had taken Work Experience Education for high school credit. The total number of students enrolled in the program for credit during a semester reached 325* in the Spring of 1960. An attempt was made to ascertain what percentage of students had been listed as being in the program for "no school credit" even though this matter was not within the scope of the evaluation study. Only two of the high schools were found to have a "no-credit" program, and in those schools approximately 8 percent of the junior and senior class members were enrolled in such a program. It is quite likely that these students were being benefited primarily from the school's placement service and from some follow-up service by Work Experience Education Program coordinators. In this evaluative study of the Work Experience Education Program, however, attention was given only to those students whose permanent cumulative records, on file in the principals' offices, showed that school credit had been recorded for their participation in the program.

Sex of Program Participants

Although probably most persons who are unacquainted with work experience education programs on the high school level believe that more boys than girls participate in such programs, the facts of the matter are quite the reverse in Santa Barbara County. It was found that in 1955-1956 only 35 percent of the participants were boys and 65 percent were girls. In 1959 the boys in the program made up 42 percent of the total number of participants, and in 1960 they made up 44 percent.

Reasons for the greater participation by girls than by boys were not determined with any certainty, but probably most reasonable explanations were (1) that there were more suitable job opportunities for girls than for boys of high school age, (2) that girls were generally somewhat more mature than boys of this age and could more readily see the benefits of taking part in the program, and (3) that more boys than girls took highly academic college-preparatory courses and, as a result, had less opportunity to find time for work experience education.

* (not including 50 students in the program at San Marcos High School, a new high school in the city of Santa Barbara).

Intelligence and Scholarship of Program Participants

Since one of the questions raised for investigation in this study was whether or not students who participated in Work Experience Education were different in intelligence from students who did not participate in it, data

relevant to this question were obtained for the following students: those graduating in 1955 — 4 schools; those graduating in 1956 — 5 schools, and those graduating in 1959 — 3 schools. Statistics regarding the 1955 and 1956 graduates are presented in Chapter VIII. The mean I.Q.'s of participants and of non-participants in the program who graduated in 1959 are shown in Table II.

Table II
MEAN I.Q. OF PROGRAM PARTICIPANTS AND NON-PARTICIPANTS
WHO GRADUATED IN 1959

School	Mean I.Q. of Participants	Mean I.Q. of Non-Participants	Difference Between Means
A	109.90	110.01	.11
B	109.76	109.77	.01
C	109.90	110.01	.11

As indicated in the table, the difference between the mean I.Q. of participants and of non-participants ranged from .01 to .11, and in no school was the difference statistically significant at the 5 percent level of confidence.

Although no significant difference was found between the mean I.Q. of participants and the mean I.Q. of non-participants in the program, the question of comparative scholarship between the two groups remained unresolved. To deal with that question, the research team recorded the "rank in class" of 1959 graduates from 3 high schools. These ranks were placed in quar-

tiles; and by means of chi-square tests it was found that in their scholarship rankings in class the differences between the two groups were not statistically significant at the 5 percent level of confidence.

Socio-Economic Background of Program Participants

Data concerning the socio-economic backgrounds of students who graduated from the five high schools in 1955 and 1956 are given in Chapter VIII of this report. For 685 students who graduated in 1959, however, some pertinent data are presented in Table III, which follows:

Table III
OCCUPATIONAL LEVELS OF PARENTS OF STUDENTS
WHO GRADUATED IN 1959

Education and Training Required for Occupation of Parent	Parents of Work Educ. Students		Parents of Non-Work Educ. Students	
	No.	Percent	No.	Percent
1. Professional or graduate work	17	10.6	76	14.5
2. Two-four years of college	19	11.9	45	8.6
3. High-school graduation plus on-the-job training or special training	49	30.6	148	28.2
4. Apprenticeship and/or special training	43	26.9	149	28.3
5. Grade-school skills	25	15.6	61	11.6
6. Unskilled	7	4.4	46	8.8

The differences in percentages shown in the above table were subjected to chi-square tests, and no difference which was statistically significant at the 5 percent level of confidence was found between the occupational levels of the two groups of parents. Thus, to the extent that the parents' occupational levels (based on educational requirements for their occupations) were indicative of socio-economic status, there was no significant difference between the socio-economic backgrounds of students who participated in the Work Experience Education Program and the socio-economic backgrounds of students who did not participate in it.

Kinds of Jobs Students Have in the Work Experience Education Program

It was found that the kinds of jobs held by students in the Work Experience Education Program varied from the most unskilled and routine activities to rather high-level assistance in business and professional offices. For example, shown in Table IV next page are the kinds of jobs students held during their participation in Work Experience Education in the course of one year at one of the middle-sized high schools of Santa Barbara County.

CHAPTER III — CHARACTERISTICS OF THE PROGRAM IN SANTA BARBARA COUNTY HIGH SCHOOLS

Table IV
JOBS HELD BY WORK EXPERIENCE EDUCATION STUDENTS IN 1955
(In One Middle-sized High School)

Jobs for Pay and Credit	Number of Students	Jobs for Credit but Not for Pay	Number of Students
Market Stock Boy	5	Teacher Assistant	6
Groom	4	Nurse Assistant	5
Service Station Attendant	3	Mechanic Assistant	3
Sales Clerk	3	Bookkeeping Assistant	2
Janitor Assistant	3	Secretarial Assistant	2
General Office Assistant	2	Lawyer Assistant	1
Dry Cleaning Assistant	2	Physical Therapy Assistant	1
Ranch Hand	2	Merchandising Assistant	1
Gardening Assistant	2	Farm Assistant	1
Pantry Man Assistant	1	Butcher Assistant	1
Typist	1		
Mechanic Assistant	1		
Usherette	1		
Waitress	1		
Car Hop	1		
	<u>32</u>		<u>23</u>
	(22 boys; 10 girls)		(8 boys; 15 girls)

Table V
JOBS HELD BY NON-PAID STUDENTS IN WORK EXPERIENCE EDUCATION PROGRAM
(Large High School — February, 1955)

Jobs Held by Students	Number of Boys	Number of Girls
Office Assistant (Filing, Typing, etc.)	0	8
Teacher Assistant	0	6
Library Assistant	0	5
Nurse Assistant	0	5
Sales Clerk	1	3
Switchboard Operator	0	3
X-Ray Assistant (Hospital)	0	3
Psychologist Assistant (School)	1	1
Receptionist Assistant	0	1
Legal Secretary Assistant	0	1
Veterinarian Assistant	1	0
Laboratory Assistant (for M.D.)	0	1
Laboratory Assistant (Dairy)	1	0
Dental Assistant	0	1
	<u>4</u>	<u>38</u>
Totals		

Another example of the kinds of jobs held by Work Experience Education students is given in Table V. In that table are listed the jobs held by only those students who were enrolled in the non-pay program of a large high school during a given semester.

The predominance of girls in non-paid aspects of the Work Experience Education Program, as evidenced in the above tables, was found to be common to the programs of the several high schools. It appeared also that, with notable exceptions, the higher-level or pre-professional jobs were held by students who had enrolled in the non-paid programs of the high schools.

Concluding Comments Regarding Part I

In Part I of this report, consisting of Chapters I - III, the background and purposes of the evaluative study were presented; the "criteria" used in the study were outlined; and pertinent characteristics of the Work Experience Education Program in the high school districts of Santa Barbara County were briefly described. All three chapters in Part I were descriptive rather than evaluative in nature.

In Part II of the report, consisting of Chapters IV - VII, an evaluation of the Work Experience Education Program is presented in terms of opinions held by parents, teachers and school administrators, employers, and students.

PART II

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CHAPTER IV

PARENT EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM

Since one purpose of the evaluation study was to discover how parents of students who participated in the Work Experience Education Program evaluated the program, a questionnaire was designed for use in collecting their opinions. The questionnaire was sent only to parents of participants in the program (for high school credit) who graduated from any of the high schools in June, 1959. The selection of this particular group of parents was based on the belief that they would know most about the program since their children had very recently taken part in it.

Two hundred fifteen questionnaires were sent to these parents, and usable returns were received from 123 or 57.6 percent of them. In order to obtain that number of good returns, follow-up postal cards and telephone calls were used in every instance when the initial request failed to bring a response. The distribution of questionnaire returns was as follows:

Carpinteria — 9
Lompoc — 22
Santa Barbara — 68
Santa Maria — 21
Santa Ynez — 3

Relationship of Parents to the Program

In response to a question regarding the extent to which they were acquainted with the Work Experience Education Program in which their children had participated, 42 percent of the parents said that they were "well acquainted" with it; 50 percent said that they were "somewhat acquainted" with it; and 8 percent said that they were "unacquainted" with it.

When asked whether their advice had been sought by anyone with regard to their children's participation in the program, 69 percent of the parents said that their advice had been sought by their children; 2 percent said their advice had been sought by school representatives; 15 percent said their advice had been sought by both their children and school representatives; and 14 percent said their advice had been sought by no one.

Evaluation of the Program by Parents

One of the questions asked of the parents was, "Of how much value was your son's or daughter's participation in the Work Experience Education Program?" Their replies are indicated in Table VI which follows:

Table VI

PARENTS' RATING OF VALUE OF WORK EXPERIENCE EDUCATION PROGRAM

Parents' Rating of Program	Percent of Parents Who Checked
Of much value	76.4
Of some value	19.5
Of little or no value	1.6
No response	2.5
	100.0

Another question asked of the parents was, "What do you consider the place of the Work Experience Education Program to be in the total school curriculum?" In Table VII the replies are shown.

Table VII

PARENTS' RATING OF THE PLACE OF WORK EXPERIENCE EDUCATION PROGRAM IN CURRICULUM

Parents' Rating of the Place of the Program in School Curriculum	Percent of Parents Who Checked
Essential part of total school curriculum	38.2
Useful adjunct or supplement to curriculum	60.2
Borderline activity; readily dispensable	1.6
	100.0

The parents were also asked "to check" the specific ways in which they believed that the Work Experience Education Program had helped their sons or daughters. The list given to them for checking consisted of the seventeen statements of purpose which had previously been ascribed to the program by principals of the five high schools. The percentage of parents who checked each of the statements is given in Table VIII. The ranking of each statement in order of percentages of parents checking it is also shown in the table.

Especially noteworthy, as indicated in that table, was the fact that only two of the seventeen statements were not checked by over 50 percent of the parents as applying to their sons or daughters; these statements were the following:

- 1(p). To develop better understanding of the community
- 2(k). To make better school adjustment and avoid drop-out

On the other hand, these five statements were checked by more than two-thirds of the parents:

- 1(e). To learn to assume greater responsibility
- 2(b). To learn what employment entails
- 3(f). To gain knowledge and attitudes necessary for successful job performance
- 4(c). To develop better understanding of the meaning of work
- 5(h). To learn how to get along with fellow workers and employers

Parents' Evaluation of Program Supervision

Responding to questions concerning their opinion about the adequacy of supervision given to students in the Work Experience Education Program, 65.9 percent of the parents said they believed that their children had been adequately supervised by school representatives, and 86 percent of them said they believed their children had been adequately supervised by the employers with

Table VIII
PARENTS' OPINIONS CONCERNING WAYS WORK EXPERIENCE
EDUCATION PROGRAM HELPED THEIR CHILDREN

Statement of Purpose of Program	Percent of Parents Who Checked	Rank Order
a. To make wiser career choice	61.8	9
b. To learn what employment entails	81.3	2
c. To develop better understanding of the meaning of work	73.2	4
d. To make progress toward chosen occupational goals	56.9	13
e. To learn to assume greater responsibility	82.9	1
f. To gain knowledge and attitudes necessary for successful job performance	78.0	3
g. To acquire better work habits	62.6	8
h. To learn how to get along with fellow workers and employers	69.9	5
i. To develop better personality and more poise	65.8	6
j. To augment financial resources	61.0	10
k. To make better school adjustment and avoid drop-out	26.8	17
l. To develop more appreciation of the value of wages	56.1	14
m. To develop more appreciation and understanding of the relationship between formal education and job success	59.3	11
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	58.5	12
o. To broaden understanding of the occupational world and of working conditions in the world of work	64.2	7
p. To develop better understanding of the community	35.8	16
q. To make the transition from school to work	52.8	15

whom the students had been placed. Only 8.9 percent of the parents said that their children had not been adequately supervised by school representatives, and only 7 percent of them said their children had not been adequately supervised by employers. The remainder of the parents said that they "did not know" how adequately their children had been supervised by school representatives or by employers.

Ninety percent of the parents said that they believed "desirable" working conditions were provided their sons or daughters while they were taking part in Work Experience Education. Only 2.4 percent of them believed that the working conditions were not desirable, and 7.6 percent said that they "didn't know" whether the conditions were desirable or not.

With regard to the "availability of enough suitable jobs" for their children in the Work Experience Education Program, 58.5 percent of the parents said that there were enough; 17 percent said that there were not enough; and 24.5 percent said that they "did not know."

Free-response Comments by Parents

In addition to responding to specific questions included in the questionnaire prepared for collecting their opinions, numerous parents took advantage of an opportunity, provided for them in the questionnaire form, to write, "free-response" comments about the Work Experience Education Program. A few of these comments are included in this report as examples both of favorable expressions and of unfavorable or critical expressions written by them.

The following quoted comments* are examples of the "favorable" expressions:

EXAMPLE 1.

I think this work program is of great benefit to the youngsters who will honestly take advantage of it. All the personnel at the High School were very conscientious in helping our girls and they were greatly pleased by their help.

EXAMPLE 2.

We are grateful to the program because our son actually found his vocational goal via the WEEP.**

EXAMPLE 3.

My daughter's experience as a teacher's aide enabled her to find out if she was suited for teaching. Now she can continue her education with teaching as her goal.

EXAMPLE 4.

I hope they continue the WEE. As it sure helped my daughter and am hoping my son who is a Junior in high school will benefit from it.

EXAMPLE 5.

I truly hope this program will continue as it is doing the youths of town much good. It not only shows them responsibility, but gives them a taste of their chosen vocation. I hope to become better acquainted with this wonderful program.

*To keep the comments anonymous, all names were changed. Names of all boys were changed to "John," and names of all girls were changed to "Mary."

**Work Experience Education Program

CHAPTER IV — PARENT EVALUATION OF THE PROGRAM

EXAMPLE 6.

Many young people have found profitable permanent jobs through this program. We regard it highly. It also gives an employer a simple way to hand-pick future employees as to efficiency and personality without the bother and expense of hiring and firing.

EXAMPLE 7.

Work Experience Education helped my daughter explore and decide the branch of nursing she would like to study.

EXAMPLE 8.

I personally think the child will suffer if not given an opportunity to see a little of what work means before they decide what to actually do.

EXAMPLE 9.

Mary was exploring the field of Laboratory Technician as it was the one that most strongly attracted her at the time. I feel she got an excellent idea of both what that profession entails and what educational preparation is necessary for it. She is investigating other fields now, but I feel that if she does go back to Lab Technician she will do so with a good understanding of what she is taking on because — or rather as a result of the Work Experience Education Program. To my mind this is one valuable aspect of the program. I would guess that the student who expects to go to work right out of High School and needs help in finding the vocation most suited to him is even better served.

EXAMPLE 10.

The WEEP has proved most successful as far as Mary is concerned and we are most happy that she had the opportunity offered her through this program.

EXAMPLE 11.

John found the WEEP a most enjoyable and enlightening experience. Although not scheduled, a busy orthodontist allowed him to spend an interesting week in his office. It has been a pleasure to complete this form. I trust the Work Experience will continue to afford other students an insight on potential careers.

EXAMPLE 12.

I believe that no experience or contacts at school could have given my boy the experience of "learning how to get along with other people" like his job as box boy at a store has done.

EXAMPLE 13.

Too often an occupation sounds good on paper but after too much time and money is spent studying for it the actual working end of it proves unsatisfactory. However, being able to do any job well and be paid for it develops self-confidence.

EXAMPLE 14.

Our older daughter had the same opportunity at school and it really helped her. She had always wanted to be a dental technician until the work program placed her in a dentist's office and she de-

cided then that was not her choice. It saved us a great deal of college money, and her time to find out. They placed her in an office to work, the work she is still doing. I think it a wonderful way for the child to help decide on their career.

EXAMPLE 15.

The WEEP has been invaluable to Mary and to me in turn in that she has been able to go from school to work without a great deal of difficulty in adjusting to the change. It also helped financially as I am her whole support.

EXAMPLE 16.

John found out that he had to have more education than a High School Diploma to find a position that he would enjoy.

The comments quoted below are examples of "unfavorable" or "critical" parent expressions:

EXAMPLE 1.

Working is O.K. but I feel they miss in school activities and they suffer in their work — too tired.

EXAMPLE 2.

I think you could check on wages. Like John, he did as much work and as hard work as the other men and he worked longer hours and was paid less.

EXAMPLE 3.

Students should only be referred to positions with an organization showing a sincere interest in this program.

EXAMPLE 4.

Mary enrolled in the WEEP to have practical office work experience prior to graduation — expecting to follow that line of work after graduation. When about half of the first quarter had passed without her having been placed on a job, I called the principal to find out why — he told me that inasmuch as Mary did not have to have the units for graduation, they were not nearly as concerned about finding her a job as they were the ones who needed the additional credits to graduate. I realize schools must look out for all the students' credits, but why permit them to enroll in this project if they don't plan to follow through for *all* who do enroll? The entire school year passed without her ever having a part in this program — in fact she came home early every afternoon.

EXAMPLE 5.

My son's employer did not live up to his promises.

EXAMPLE 6.

I feel that this program could be used to an advantage for those students who are not college material and that they should have more placements for each student to work at. In other words a variety of jobs — perhaps the program started at the 11th grade making it a 2 year course.

EXAMPLE 7.

I feel that this program is more beneficial to those who do not intend to attend college.

CHAPTER V

FACULTY AND PRINCIPAL EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM

In addition to parent evaluation of the Work Experience Education Program, faculty evaluation of the program was sought as part of the total evaluative study. A questionnaire was therefore designed for use by faculty members. The questionnaire was distributed to 176 teachers in the five high schools of Santa Barbara County having the program. The number of usable questionnaire returns was 130 or 73.9 percent of those distributed. Responses were sought from only those teachers who had completed at least one year of experience in the high schools which were participating in the program.

The completed questionnaires were returned by teachers from the five communities in the following numbers:

Corpinteria — 12
 Lompoc — 13
 Santa Barbara — 55
 Santa Maria — 44
 Santa Ynez — 6

Teachers' Acquaintance with Program

Replying to a question regarding the extent to which they were acquainted with the Work Experience Education Program in their high schools, 40.8 percent of the teachers said they were "well acquainted with it," 58.4 percent said they were "somewhat acquainted with it," and only .8 percent said they were "unacquainted with it."

The fact that fewer than 1 percent of the teachers said that they were unacquainted with the program is accounted for in part by the procedure, referred to above, of accepting questionnaire returns from only those teachers who had completed at least one year of experience in the high schools of Santa Barbara County.

Evaluation of the Program by Teachers

One of the questions asked of the teachers was, "On the basis of your knowledge of the Work Experience Education Program, how valuable do you consider it to have been for students who have taken part in it?" Their replies are shown in Table IX which follows:

Table IX

TEACHERS' RATING OF VALUE OF WORK EXPERIENCE EDUCATION PROGRAM

Teachers' Rating of Program	Percent of Teachers Who Checked
Of much value	57.7
Of some value	38.5
Of little or no value	2.3
No response	1.5
	100.0

Another question asked of the teachers was, "What do you consider the place of the Work Experience Education Program to be in the school curriculum?" In Table X the responses are indicated.

Table X

TEACHERS' RATING OF THE PLACE OF WORK EXPERIENCE EDUCATION PROGRAM IN CURRICULUM

Teachers' Rating of the Place of the Program in School Curriculum	Percent of Teachers Who Checked
Essential part of total school curriculum	29.2
Useful adjunct or supplement to curriculum	54.6
Borderline activity; readily dispensable	10.8
No response	5.4
	100.0

The teachers were also requested "to check" the specific ways in which they believed that the Work Experience Education Program "helps students who take part in it." The list given to them for such checking consisted of the seventeen statements of purpose which had previously been ascribed to the program by principals of the five high schools. The percentage of teachers who checked each of the statements is given in Table XI. The ranking of each statement in terms of percentages of teachers checking it is also shown in the table.

Although two of the "statements of purpose" had not been checked by 50 percent or more of the parents as being received by their sons or daughters, not any of the seventeen statements was checked by fewer than 50 percent of the teachers. Furthermore, although only five of the statements were checked by two-thirds or more of the parents, thirteen of the statements were checked by two-thirds or more of the teachers. The following kinds of help, in rank order, were considered by two-thirds or more of the teachers to be received by students who took part in the Work Experience Education Program:

- 1 (b). To learn what employment entails
- 2 (a). To make wiser career choice
- 3 (n). To explore the fields in which occupational interest lies and to determine suitability for those fields
- 4 (f). To gain knowledge and attitudes necessary for successful job performance
- 5 (e). To learn to assume greater responsibility
- 6.5 (c). To develop better understanding of the meaning of work
- 6.5 (h). To learn how to get along with fellow workers and employers
- 8 (m). To develop more appreciation and understanding of the relationship between formal education and job success
- 9 (d). To make progress toward chosen occupational goals
- 10 (g). To acquire better work habits
- 11 (o). To broaden understanding of the occupational world and of working conditions in the world of work
- 12 (i). To develop better personality and more poise
- 13 (q). To make the transition from school to work

Table XI
TEACHERS' OPINIONS CONCERNING WAYS THAT THE WORK
EXPERIENCE EDUCATION PROGRAM HELPS STUDENTS

Ways That the Program Helps Students	Percent of Teachers Who Checked	Rank Order
a. To make wiser career choice	85.4	2
b. To learn what employment entails	89.2	1
c. To develop better understanding of the meaning of work	79.2	6.5
d. To make progress toward chosen occupational goals	75.4	9
e. To learn to assume greater responsibility	80.0	5
f. To gain knowledge and attitudes necessary for successful job performance		
g. To acquire better work habits	83.8	4
h. To learn how to get along with fellow workers and employers	73.8	10
i. To develop better personality and more poise	79.2	6.5
j. To augment financial resources	68.5	12
k. To make better school adjustment and avoid drop-out	64.6	14
l. To develop more appreciation of the value of wages	60.8	15
m. To develop more appreciation and understanding of the relationship between formal education and job success	55.4	16
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	76.9	8
o. To broaden understanding of the occupational world and of working conditions in the world of work	84.6	3
p. To develop better understanding of the community	71.5	11
q. To make the transition from school to work	51.5	17
	66.9	13

In response to the question, "How, in your opinion, does the Work Experience Education Program benefit your school?" the teachers replied as indicated in Table XII.

Table XII
TEACHERS' OPINION CONCERNING WAYS WORK EXPERIENCE
EDUCATION PROGRAM BENEFITS THE SCHOOL

Ways Program Benefits School	Percent of Teachers Who Checked
a. Provides an opportunity for the school to relate academic training to job requirements	69.2
b. Utilizes community facilities and resources for training purposes and thus makes it possible for the school to provide training in fields that the school program could otherwise not serve	
c. Increases the school's ability to hold students in school for a longer period of time	73.8
d. Provides assistance in occupational guidance	54.6
e. Enables the school to keep abreast with developments in the business and industrial world	87.6
f. Provides a direct avenue through which the school can meet community needs	46.9
g. Develops good school-community relations	62.3
h. Acquaints employers with the work that young people trained in the schools can perform	77.6
	74.6

As shown in the above table, seven ways in which the program was believed to benefit the school were checked by more than 50 percent of the teachers; and the five following benefits, in rank order, were checked by two-thirds or more of the teachers:

- 1 (d). Provides assistance in occupational guidance
- 2 (g). Develops good school-community relations
- 3 (h). Acquaints employers with the work that young people trained in the schools can perform
- 4 (b). Utilizes many community facilities and re-

sources for training purposes and thus makes it possible for the school to provide training in fields that the school program could otherwise not serve

- 5 (a). Provides an opportunity for the school to relate academic training to job requirements

When the teachers were asked, however, "To what extent has the Work Experience Education Program had an effect on the content of your courses or on the teaching procedures used in them?" only 5.4 percent replied "much," 40 percent replied "some," 49.2 percent replied "none," and 5.4 percent did not respond.

CHAPTER V — FACULTY AND PRINCIPAL EVALUATION OF THE PROGRAM

In Table XIII are shown the replies made by the teachers to this question: "Which of the following ef-

fects has the Work Experience Education Program had on your course(s)?"

Table XIII
TEACHERS' RATINGS OF EFFECTS OF WORK EXPERIENCE
EDUCATION PROGRAM ON THEIR COURSES

Effects of Program on Courses	Percent of Teachers Who Checked
a. Provides motivation for additional interest in my course(s)	37.6
b. Provides basis for an entire unit of work in my course(s)	6.9
c. Provides some topics or problems for discussion	42.3
d. Provides additional opportunities for use of related audio-visual material	10.7
e. Provides basis for more use of related community resources	21.5
f. Provides basis for taking more educational trips or excursions	8.4
	100.0

It may be noted that only the following (in rank order) were considered by 20 percent or more of the teachers to be effects of the program on their courses.

- 1 (c). Provides some topics or problems for discussion
- 2 (a). Provides motivation for additional interest in my course(s)

- 3 (e). Provides basis for more use of related community resources

Teachers' Evaluation of Program Supervision

Teachers were appreciably less certain than were the parents that students in the Work Experience Education Program were well supervised. In Table XIV the teachers' opinions are indicated.

Table XIV
TEACHERS' RATING OF ADEQUACY OF SUPERVISION OF STUDENTS
IN WORK EXPERIENCE EDUCATION PROGRAM

Adequacy of Supervision	Percent of Teachers Who Checked By School Personnel	By the Employers
Adequately supervised	45.4	22.3
Not adequately supervised	7.7	4.6
No opinion or don't know	46.9	73.1

The fact that stands out in the above table is that only a small percentage of teachers believed that the students were "not adequately supervised" by school personnel and by employers. Many teachers stated merely that they "don't know" whether the supervision was adequate or not. Such an expression of opinion was probably to be expected since these teachers had had

little opportunity to acquire first-hand information regarding the matter.

When asked, "In the placement of students in Work Experience Education jobs, how often has your counsel been sought?" teachers replied as shown in Table XV which follows:

Table XV
FREQUENCY WITH WHICH TEACHERS' COUNSEL WAS SOUGHT IN PLACEMENT
OF STUDENTS IN WORK EXPERIENCE EDUCATION JOBS

Frequency with Which Teachers' Counsel was Sought	By School Personnel	By Employers	By Parents	By Students
Often	12.3	6.1	3.1	14.6
Sometimes	28.4	9.2	14.6	33.1
Never	47.6	62.3	58.4	36.2
No response	11.7	22.4	23.9	16.1

Probably the most significant finding that can be derived from the previous table is the fact that 40.7 percent of the teachers reported having their counsel sought "sometime" or "often" by school coordinators of the Work Experience Education Program in the matter of placing students in jobs, and 47.7 percent of the teachers reported having their counsel thus sought by students who entered the program. Also to be pointed out, however, is the fact that 47.6 percent of the teachers reported never having this counsel sought by school coordinators, and 36.2 percent of the teachers reported never having the counsel sought by students.

With regard to the "availability of enough suitable jobs" for students in the Work Experience Education Program, 32.3 percent of the teachers said they believed that there were enough suitable jobs available, 19.2 percent said they believed not enough were available, 43.1 percent said they didn't know, and 5.4 percent failed to respond to the question.

Asked whether they believed that "employers furnished desirable working conditions to students in the Work Experience Education Program," 49.2 percent of the teachers said "yes," 47.7 percent said they "didn't know," and 3.1 percent did not reply.

Free-response Comments by Teachers

In addition to responding to specific questions included in the questionnaire prepared for collecting teachers' opinions, many teachers wrote additional "free-response" comments regarding the Work Experience Education Program in their high schools. Some of the comments were very favorable toward the program, some quite critical of it, and some suggested improvements.

Examples of comments which were most favorable toward the program were these:

EXAMPLE 1.

We are very much sold on the "non paid" program in our community.

EXAMPLE 2.

It is integral part of the guidance program. The connection with the Dept. of Employment (GATB, etc.) is as valuable for non-college pupils as is the college-prep program for the others.

EXAMPLE 3.

The WEEP does offer an exploratory phase to individual students. This type of placement has done much to direct student interests and inclinations into appropriate professions and areas of

work. I feel such exploration is of value to the student since it enables him to learn about the profession of his choice — or at least whether he is suited for a particular job or profession without wasting unnecessary time in college.

EXAMPLE 4.

I have worked with students as Cadet Teachers, secretaries, and lab. helpers — in each case I have been able to help students discover if they have a true aptitude for the work involved. I have also been able to encourage students into other kinds of work experience after observing them in their work with me. There has been a close personal relationship between my cadets and me.

EXAMPLE 5.

In my position I make frequent referrals to the WEEP office. I have found the workers to be extremely cooperative, helpful, and professional in their approach to problems.

EXAMPLE 6.

I heard 4 very excellent reports by students at our last PTA meeting. If this is an indication of the success of this program — I would say the results were certainly outstanding.

EXAMPLE 7.

I think the WEEP is valuable to the slow learner — primarily to keep student in school and not be a behavior problem.

EXAMPLE 8.

It is good for the student that is not academically able, although others partake in the program and appear to benefit.

EXAMPLE 9.

Now have boy who is interested in bringing up his poor grade in my class by teaching a unit on diesel engine repair which he is doing at local machinery dealer.

EXAMPLE 10.

In modern society this is one very valuable means of relating to the adult world — youngsters are crying for something like this. Working in the adult environment can take the place of some of the less desirable ways teen-agers imitate us.

Examples of teachers' comments which were quite critical of the program were the following:

EXAMPLE 1.

Aren't there some cases wherein a job makes a boy feel further schooling is unnecessary — he can get a pay check now?

EXAMPLE 2.

Sometimes when students have been poorly placed, I'm afraid the school-community relationship may not have been good and there may have been a poor estimate of the value of the training the school gives.

EXAMPLE 3.

Difficult to tie Work Program into class work due to fact that students are working at different and unrelated jobs.

EXAMPLE 4.

My experience with this program has been limited to the slower type of student. I can see no re-relationship or improvement on the part of these students as a result of having been in this program. I think that letting the kids out during the week prior to Christmas is way overdone.

EXAMPLE 5.

I have seen this type of program re-introduced over and over during my teaching experience. The co-op type, the part-time and continuation ed. program. The school employment office and now something "brand new," WEEP. Work under any name has merit. I question such emphasis as a school project in high school. I am finding several pupils getting behind in doing the necessary library work to understand the unit we are now on in my class. Reason seems to be their job requires so many hours of time — Job tasks sound routine. Is this experience valuable enough to compete with good work in academic understanding?

EXAMPLE 6.

If it is the WEEP that is putting all of our pupils on a 4 period morning, then I think it is a case of "the tail wagging the dog." This one phase of our program should not control our whole school program.

EXAMPLE 7.

Prevents students from participating in school productions and extra class work.

I feel some students use this program as an escape from school work and in some cases these are students who have abilities that should be fed with more education. I also know of parents who encourage it in hopes of the program "paying off" in terms of securing a paid position by the end of the course. This can be good or bad depending on the child involved.

EXAMPLE 8.

I feel that where students learn about such positions as teaching, law, laboratory work, the program is excellent, but when a student works in a service station, as a carry-out boy in a grocery store, he could just as well do that on his own. The program is often used for those who don't know what else to do.

EXAMPLE 9.

I do not feel that any student should be out of school for a full day or miss any regular class for any reason! If any class is worthwhile, the student should be there everyday.

EXAMPLE 10.

Teachers do not know who is in the program so how can we know how they are affected?

It was my understanding that the program was started to keep teen-agers interested in high school and the value of the education offered to their future earning power — also to help mal-contented to find themselves valuable to society. This was good. But now there have been many college-bound students, who should have the widest possible cultural and academic background provided for them in high school, drawn into the program. As happens so frequently in our society, a director, in order to keep a new thing going must find more jobs, then more students to fill them, then more jobs and so on — many of the jobs are beyond the ability or preparation of the young ones for whom the program was originally designed. It seems to me the program has gotten out of hand.

These are examples of teachers' comments which incorporate or imply suggestions for improving the program:

EXAMPLE 1.

Encourage the participating pupils to inform their teachers that they are WEEP pupils and ask to be allowed to do class projects in relation to their employment.

EXAMPLE 2.

The school coordinator might consult with classroom teachers on student capabilities, aptitudes, for employment and special talents. Reports on student progress in WEEP would be helpful to teachers in planning work to meet the needs and demands of the different employment fields.

EXAMPLE 3.

I hope the emphasis will remain on "education and experience" rather than on "working for pay." Also the program must stay in balance with the total school curriculum.

EXAMPLE 4.

I think it is a good experience for many terminal students. I also think that care must be taken that the special program needed to coordinate school and WE not be allowed to have a disproportionate effect on school schedules and time schedules as a whole.

EXAMPLE 5.

I feel that more jobs should be found for students who are in financial need rather than those from wealthy homes. Also personal favoritism and discrimination should be completely eliminated. Jobs should not be provided for students who do not keep up their grades in school subjects.

EXAMPLE 6.

Give the student a job related to his interest — not "just a job."

EXAMPLE 7.

Employers must be made aware of the objectives of the program every year; typewritten information sheets would help. This is to aid the employer in learning his role and responsibilities in this.

EXAMPLE 8.

Take maximum advantage of program's many facets and benefits to a group of students with widely divergent goals. More personnel trained in counseling should be made available.

Responses from Interviews with Teachers

Approximately 15 percent of the teachers who returned questionnaires for use in the evaluative study were subsequently interviewed. The interviews were held in each of the five high schools of the county which were participating in the Work Experience Education Program. The chief basis for selecting a given teacher for interviewing was the extent of interest in the program — pro or con — expressed in his questionnaire response. An effort was also made to keep a balance in the sample of teachers interviewed, so that academic, nonacademic, and counseling personnel were represented.

During the interviews very little of significance was said by the teachers that they had not already said in the completing of the questionnaires, but some points of view were somewhat more fully "spelled out" in the interviews than in the written responses. Especially re-emphasized were the needs for more supervision of the program and for greater correlation between the students' experiences in school and his experiences in the program.

Examples of additional suggestions and reactions which grew out of the interviews were the following:

EXAMPLE 1.

In each of the five high schools a committee should be formed of teachers who have students involved in the program. The committee could meet three or four times a year to look over evaluation reports from employers, make plans with the program coordinator, and so forth.

EXAMPLE 2.

A list of students in the program should be sent to every teacher by the coordinator each semester.

EXAMPLE 3.

Students in the Work Experience Education Program should be given more *orientation* to the experience as well as more supervision while in it if they are to get the most out of it.

EXAMPLE 4.

Every year all teachers should be given information about the program — both orally and in written form. A periodic information bulletin should be distributed by the coordinator.

EXAMPLE 5.

The Work Experience Education Program should serve as a laboratory for students to gain practical aspects of school subjects.

The teachers who were interviewed differed with each other on a number of issues, such as those related to credit *and* pay for work experience versus credit *only*; but all of them saw potentialities in the program if certain conditions were to exist, and most of them were quite supportive of the program as it already existed. Some of them even gave examples of close relationship to the program; one teacher, for example, described how he helped students develop vocabulary and use Spanish in their work experiences requiring such ability.

Evaluation of Program by Principals

In Chapter III of this report were stated the purposes of the Work Experience Education Program which principals of the high schools in Santa Barbara County accepted as applying to students who took part in the program. Some of the evaluations of the program made by these five principals are reported here.

CHAPTER V — FACULTY AND PRINCIPAL EVALUATION OF THE PROGRAM

When asked what they considered the place of the Work Experience Education Program in the total school

curriculum to be, the principals replied as indicated in Table XVI.

Table XVI
PRINCIPALS' OPINION CONCERNING PLACE OF WORK EXPERIENCE
EDUCATION PROGRAM IN THE SCHOOL CURRICULUM

Principals' Opinion Concerning Place of Program	Percent of Principals Who Checked
Essential part of total school curriculum	80
Useful adjunct or supplement to curriculum	20
Borderline activity, readily dispensable	0

The principals were also asked, "How, in your opinion, does the Work Experience Education Program

benefit your school?" Their responses are shown in Table XVII.

Table XVII
PRINCIPALS' OPINIONS CONCERNING WAYS THE WORK EXPERIENCE
EDUCATION PROGRAM BENEFITS THEIR SCHOOLS

Ways School Benefits from Program	Percent of Principals Who Checked	
	Some Extent	Great Extent
a. Provides an opportunity for the school to relate academic training to job requirements	60	40
b. Utilizes many community facilities and resources for training purposes and makes it possible for the school to provide training in fields that it could otherwise not provide	40	60
c. Increases the school's ability to hold students in school for a longer period of time	60	40
d. Provides assistance in occupational guidance	20	80
e. Enables the school to keep abreast with developments in the business world	100	
f. Provides a direct avenue through which the school can meet community needs	60	40
g. Develops good school-community relations	80	20
h. Acquaints employers with the work that young people trained in the schools can perform	20	80

Two other questions addressed to the principals were (1) "What are the major difficulties you encounter with your program?" and (2) "What recommendations, if any, would you make regarding your entire Work Experience Education Program or regarding any part of it?" In response, the principals said that they encountered the following difficulties:

Not enough time (1 principal).

Lack of transportation for students (1 principal).

Some students who desire to take the program are not dependable (1 principal).

No difficulties encountered (2 principals).

Recommendations made by the principals for improving the program were these:

Provide sufficient office space for program coordinators (1 principal).

Reduce number of students in the program or increase personnel time for supervising it (1 principal).

Provide for group meetings of students in program — at least once a month during school time (1 principal).

Provide transportation for school coordinator of program (1 principal).

Permit coordinator of program to discuss it with members of the school board (1 principal).

CHAPTER VI

EMPLOYER EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM

As part of this evaluative study of the Work Experience Education Program, employers of students participating in it were sent questionnaires specifically designed for use in collecting their opinions concerning the program. Such questionnaires were sent to 196 employers who had employed students in the program anytime since its inception in 1953. The number of usable questionnaires returned was 100 or slightly more than 50 percent of those sent.

The usable completed questionnaires returned by

employers came from the five high school districts in the following numbers:

Carpinteria — 14
Lompoc — 13
Santa Barbara — 46
Santa Maria — 25
Santa Ynez — 2

The types of business represented by the employers who returned the completed questionnaires are shown in Table XVIII, which follows:

Table XVIII

PROFESSIONAL AND BUSINESS

ESTABLISHMENTS EMPLOYING STUDENTS IN WORK EXPERIENCE EDUCATION PROGRAM

Profession or Business	Number	Profession or Business	Number
Public School	8	Engineering Company	1
Insurance Agency	7	Farm Machines	1
Bank	5	Hardware Store	1
Retail Food Store	5	Hospital	1
Department Store	5	Interior Decoration Company	1
Gasoline Service Station	5	Ice Cream Store	1
Automobile Dealer	4	Jeweler	1
Automobile Service Shop	3	Justice Court	1
Doctor of Medicine — Office	3	Library	1
Dental Laboratory and Office	3	Light and Water Department	1
Law Office	3	Lumber Company	1
Pharmacy	3	Machinery Company	1
Newspaper Publisher	2	Massage and Steam Bath	1
Radio and Television Sales and Service	2	Museum	1
Medical Clinic	2	Outdoor Supply Company	1
Office Supplies	2	Public Accountant	1
Book Store	2	Publishing Company	1
Beauty School	1	Restaurant	1
Blood Bank	1	Retail Clothier	1
Camera Shop	1	Saddlery	1
Carbon Corporation	1	Savings and Loan Association	1
Chiropractor	1	Seafood Dealer	1
Credit Bureau	1	Sports Goods Store	1
Dairy	1	Transfer and Storage Company	1
Day Camp	1	Travel Agency	1
District Agricultural Association	1	University	1
Dry Cleaner	1		100

It must be pointed out that the above table does not include all employers with whom students in the Work Experience Education Program have been placed since 1953. A complete list of such employers would be at least three times as long, but those included in the table are employers who returned evaluative questionnaires for use in this study.

Of all of the employers listed in the table, the two largest were a county hospital which had employed 60 students since 1953 and a public library which had employed 46 students since that date. The mean number of students employed since 1953 by the 100 employers contributing to this study is shown by communities in Table XIX.

Table XIX

MEAN NUMBER OF STUDENTS EMPLOYED BY ONE HUNDRED EMPLOYERS IN SANTA BARBARA COUNTY COMMUNITIES SINCE 1953

Community	Number of Employers	Mean No. of Students Employed
Carpinteria	14	3
Lompoc	13	5
Santa Barbara	46	8
Santa Maria	25	10
Santa Ynez	2	4

Employers' Evaluation of the Program

One of the questions asked of the 100 employers who contributed to this study was, "In which of the fol-

lowing ways do you believe that the Work Experience Education Program helps a student who takes part in it?" Their replies are shown in Table XX.

Table XX

EMPLOYERS' OPINIONS CONCERNING WAYS THE WORK EXPERIENCE EDUCATION PROGRAM HELPS STUDENTS

Ways the Program Helps Students	Percent of Employers Who Checked	Rank Order
a. To make wiser career choice	78	6.5
b. To learn what employment entails	87	1
c. To develop better understanding of the meaning of work	85	2
d. To make progress toward chosen occupational goal	76	9
e. To learn to assume greater responsibility	77	8
f. To gain knowledge and attitudes necessary for successful job performance	81	3
g. To acquire better work habits	79	5
h. To learn how to get along with fellow workers and employers	78	6.5
i. To develop better personality and more poise	73	11
j. To augment financial resources	55	14
k. To make better school adjustment and avoid drop-out	42	16
l. To develop more appreciation of the value of wages	50	15
m. To develop more appreciation and understanding of the relationship between formal education and job success	74	10
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	80	4
o. To broaden understanding of the occupational world and of working conditions in the world of work	67	13
p. To develop better understanding of the community	39	17
q. To make the transition from school to work	69	12

As may be seen in the above table only two of the seventeen statements of ways the program helps students were checked by fewer than 50 percent of the employers. On the other hand, the following thirteen statements — listed in rank order — were checked by more than two-thirds of the employers as being purposes achieved by the program:

- 1 (b). To learn what employment entails
- 2 (c). To develop better understanding of the meaning of work
- 3 (f). To gain knowledge and attitudes necessary for successful job performance
- 4 (n). To explore the fields in which occupational interest lies and to determine suitability for those fields
- 5 (g). To acquire better work habits
- 6.5 (a). To make wiser career choice
- 6.5 (h). To learn how to get along with fellow workers and employers
- 8 (e). To learn to assume greater responsibility
- 9 (d). To make progress toward chosen occupational goal
- 10 (m). To develop more appreciation and understanding of the relationship between formal education and job success

- 11 (i). To develop better personality and more poise
- 12 (q). To make the transition from school to work
- 13 (o). To broaden understanding of the occupational world and of working conditions in the world of work

In response to the question, "What do you consider the place, in the school, of the Work Experience Education Program to be?" the employers responded as indicated in Table XXI.

Table XXI

EMPLOYERS' RATING OF THE PLACE OF THE WORK EXPERIENCE EDUCATION PROGRAM IN THE SCHOOL CURRICULUM

Employers' Rating of Place of Program in School Curriculum	Percent of Employers Who Checked
Essential part of total school curriculum	43
Useful adjunct or supplement to curriculum	47
Borderline activity; readily dispensable	6
No response	4

CHAPTER VI — EMPLOYER EVALUATION OF THE PROGRAM

The employers were also asked, "In which of the following ways has the Work Experience Education been of value to you?" Their responses are shown in Table XXII.

Table XXII
WAYS IN WHICH WORK EXPERIENCE EDUCATION PROGRAM
HAS BEEN OF VALUE TO EMPLOYERS

Ways Program Has Been of Value to Employers	Percent of Employers Who Checked	Rank Order
a. Made available a valuable and carefully selected labor supply, and implemented recruitment from it	39	2
b. Helped train future full-time employees	63	1
c. Reduced costs resulting from excessive turnover	15	6.5
d. Resulted in improved production methods	18	5
e. Resulted in improved selling methods	7	8
f. Resulted in improved office procedures	19	4
g. Improved morale in the firm	15	6.5
h. Increased profits	6	9.5
i. Increased number of customers or clients	5	11.5
j. Improved public relations	30	3
k. Reduced absenteeism	6	9.5
l. Reduced accidents	2	14
m. Reduced absences due to illness	3	13
n. Reduced tardiness	5	11.5

The seven greatest values of the program to the employer, as indicated by the fact that more than one-seventh of them checked each of the values, are listed below in rank order:

- 1 (b). Helped train future full-time employees
- 2 (a). Made available a valuable and carefully selected labor supply, and implemented recruitment from it
- 3 (j). Improved public relations
- 4 (f). Resulted in improved office procedures
- 5 (d). Resulted in improved production methods
- 6.5 (c). Reduced costs resulting from excessive turnover
- 6.5 (g). Improved morale in the firm.

Employers' Evaluation of Relationships with the School

When asked if the Work Experience Education Program had "resulted in a better understanding by you of the school, and a closer cooperation with it," 76 percent of the employers said "yes," 8 percent said "no," 2 percent said they were "undecided," and 4 percent did not reply.

Asked if they felt "that the school expects too much of you with regard to training students, supervising them, and reporting on them," only 4 percent of the employers said "yes," 93 percent said "no," and 3 percent were "undecided."

Another question of the employers was, "Do you believe that as part of the Work Experience Education Program, students are receiving at school training which is specifically related to their work for you?" Only 18 percent said they believed "that all needed training is given," 49 percent said they believed "that some is given but more needed," and 33 percent said that they "doubted if any related training is given at school." Twenty-five percent of the employers recommended that the school "organize a special class for Work Experience Education Program students," 19 percent recommended that the school "modify existing courses to include material of value to Work Experience Education Program students," 6 percent recommended "both the organization of a special class and the modification of existing courses," and the remainder of the employers were undecided concerning this question.

When asked "Do you feel that adequate placement service (providing suitably qualified students for available jobs) was given by the school in the Work Experience Program?" 69 percent of the employers said "yes," 10 percent said "no," 11 percent were "undecided," and 10 percent did not reply.

In the placement of students in their firms, the advice of the employer was reported to have been sought in 68 percent of the cases by the school coordinator, in 21 percent of the cases by the school counselors, in 3 percent of the cases by parents, in 21 percent of the cases by students, and in 8 percent of the cases by no one. (The percentages add up to more than 100 because in some instances the advice of the employer had been sought by two or more of the persons mentioned.)

Employers' Evaluation of Program Supervision

The employers evaluated the supervision provided by the school to students in the Work Experience Education Program as indicated in Table XXIII.

Table XXIII

EMPLOYERS' EVALUATION OF SCHOOL SUPERVISION OF STUDENTS IN THE WORK EXPERIENCE EDUCATION PROGRAM

Employers' Evaluation of School Supervision	Percent of Employers Who Checked
Supervision is adequate and consistent	63
Supervision is barely adequate, should be improved	16
Supervision is inadequate or lacking	10
No response	11
	100

Responding to the question "Do you feel that you as an employer have been able to provide adequate supervision for your Work Experience Education Program students?" 80 percent said "yes," 10 percent said "no," 4 percent were "undecided," and 6 percent did not reply. Furthermore, 90 percent of the employers reported that they "were able to provide desirable working conditions for students in the program," and only 3 percent said that they could not do so. The remaining 7 percent did not state whether or not they were able.

Another important question asked of the employers was, "How often do you make written reports to the school on your Work Experience Education students?" In Table XXIV are shown their responses.

Table XXIV

FREQUENCY OF WRITTEN REPORTS BY EMPLOYERS TO SCHOOL REGARDING WORK EXPERIENCE EDUCATION STUDENTS

Frequency of Employers' Reports to School	Percent of Employers Who Checked
Not at all	21
Once each semester	38
Twice each semester	18
Once each month	2
More than once per month	0
At irregular intervals	19
No response	2

Free-response Comments by Employers

Given an opportunity on the questionnaire form to make "free-response" recommendations regarding the Work Experience Education Program, a number of employers wrote their "reactions" and suggestions. Representative examples of their comments are quoted below:

EXAMPLE 1.

I think the program should be more widely used among students.

EXAMPLE 2.

Program should be enlarged to take in more types of business.

Better personal supervision and better screening procedures are needed.

All things considered we think the coordinator has done a very fine job with his small staff.

EXAMPLE 3.

I think that the employers should be better informed on scope of program, what is expected of the employer, how the employer can help the program.

EXAMPLE 4.

I would like to see existing courses modified to include material of value to future American business people, not necessarily just to WEEP students, but to all. In other words, during the course of a normal class you oftentimes can relate subjects or make analogies to business. I think that gearing classes in this nature *at times*, would be conducive to better finished high school students.

I think a high school student should be better acquainted with business fundamentals, problems of management, credit and business accounting, the privileges of credit (charge accounts), sales and the purpose of sales. They should learn where money comes from that they get paid with, and the channels of money. If they touched on these points in school, they tie it in with their work experience and I think they would grasp it much faster and easier. I don't mean to go deeply into the above points, but they should be touched on. I think *everyone* should have a general and fundamental knowledge about business.

EXAMPLE 5.

Feel that more school preparation of the student for "on the job training" should be provided. That this entire program should be given more emphasis and consideration and follow thru. That the public (employers) be more aware of what is available to them in this field. There have been several cases with us when the student has considerable adjustment to make and in some cases doesn't make the grade during the short period of employment available.

We feel that the school could emphasize more the principles under which the student is being placed into the "on the job training program" that is: emphasize not just the fact that the student himself should be out working for *Dollars* and to get out of class instruction. The students seem to come to us more for the money they are to receive than the educational benefits they get out of this training.

In many cases it is not profitable for the employer to spend the time training the student in the particular employment engaged in just to have the student quit when the semester ends to find another job for more money or to go on to college. It is understandable why the student will transfer to other

fields but when they are getting paid to learn and positions are being occupied by students that would normally be made available to permanent help, it is sometimes difficult for the employers.

If the students' attitudes toward working were different it would be easier for them to understand the many hidden benefits they are receiving rather than just the \$\$\$\$. Proper preparation of the student in school prior to getting out in the work field should help considerably.

EXAMPLE 6.

The business class at school should be advised as to the requirements for bank employment together with job descriptions and salary and benefits and opportunities.

EXAMPLE 7.

We are using five girls this fall — if they had all taken basic courses in business such as typing, bookkeeping, etc. they would get much more out of their work employment. If, in their junior year, the employee would have some idea of whether or not they were going into a work program, and could take such courses as might give them a background, and a foundation for better, quicker assimilation of business fundamentals, they would derive more benefit. Rarely do the trainees ask questions till well along in the semester — primarily because they are in a completely new work, and a new world to them — while they may be taking courses during the semester which add to their knowledge, they have no equipment in terms of education and, thus, are hesitant to ask.

The most important phase of work employment program is not material — and it does not always have too much bearing on the particular job training entailed. It lies in human relations — in the maturation which arises with the acceptance of responsibility — with the company of older people — with the acquaintance with values and philosophies that are part of actual employment, but which are never encountered in the classroom.

In the classroom, in the home, you can be discriminating of your friends, your relationship with others. In job training, you find that the trainee must adapt, must accept situations and contacts which are foreign to her; getting along with her fellow employee becomes a necessity, and she must rely on herself and solve her own problems, rather than that of relying upon her parents, or her immediate family.

Every girl who has left us has stated the same thing over and over — that the greatest lesson she has encountered in employment was the diversity of humanity, and the need for constant adaptation to the vagaries of her fellow employees, customers, and other contacts. She only learns this when she develops knowledge of the goals, objectives, and problems of her fellow employees which ultimately become a part of her own thinking and evaluation.

EXAMPLE 8.

A closer supervision of the students by the school giving the school WEEP is essential.

EXAMPLE 9.

I do not feel that the work we have to offer (as truck driver) is such that any boy with ambition would select as a career.

EXAMPLE 10.

There should be a meeting of all teachers who will be assisted by WEEP students and the coordinator of the program to explain the purposes and extent to which students should participate in the classroom procedures.

This is an extremely valuable program. Students have come back to our schools following college graduation and have become some of our best teachers. In no other way can a student really get a better taste of a chosen life work than to live with it as closely as is now possible through this program. The program coordinator has been cooperative in every way and takes a great interest in each student's success.

Responses from Interviews with Employers

To supplement the questionnaire responses, as well as to validate them, interviews were held with twenty of the one hundred employers who had earlier completed questionnaires. The interviews were held with three employers in Carpinteria, three in Lompoc, eight in Santa Barbara, five in Santa Maria, and one in Santa Ynez. (This distribution of numbers was roughly proportionate to the numbers of students participating in the Work Experience Education Program in the respective communities.)

The kinds of business represented by the twenty employers interviewed were the following:

- | | |
|-----------------------------|------------------------------------|
| 1. Automobile Dealer | 11. Newspaper |
| 2. Automobile Dealer | 12. Newspaper |
| 3. Bank | 13. Pharmacist |
| 4. Credit Bureau | 14. Physician |
| 5. Garage | 15. Publishing Company |
| 6. Gasoline Service Station | 16. Saddlery |
| 7. Hospital | 17. School |
| 8. Insurance Agency | 18. Seafood Wholesaler |
| 9. Law Firm | 19. Sporting Goods |
| 10. Library | 20. Stationery and Office Supplies |

Between 1953 and 1959 these twenty employers had had placed with them a total of 318 students who were in the Work Experience Education Program.

Interviews with the employers lasted, on the average, three-quarters of an hour; and based on the discussions during those interviews, the following generalizations are presented.

1. Written responses on the questionnaire forms were verified by the oral interviews with employers.

2. With very little reservation, the employers expressed enthusiasm for the Work Experience Education Program.

3. Employers whose Work Experience Education students were working for school credit (but no monetary pay) — such as in the hospital, the law firm, the library, the physician's office, and the school — preferred that arrangement; and employers whose Work Experience Education students were working for monetary pay as well as for school credit preferred that arrangement.

4. Very good relationships between the employers and program coordinators from the schools were almost uniformly reported, but in some instances hazy notions concerning exactly what the school expected were evident.

5. Every employer indicated that he would be willing to prepare an outline of the kinds of learning experiences available to Work Experience Education students who might be assigned to him, but most of them

said that such an outline had thus far not been requested by the schools.

6. Very little distinction between students who were working for high school credit and those who were not working for such credit was apparently made by the employers; and the written records kept on students were, in the majority of the cases, quite meager.

7. Although there clearly was appreciation on the part of many of the employers for the free or low-cost labor provided by the Work Experience Education students placed with them, there appeared to be little or no exploiting of the students. In several instances it was apparent that the employer's investment in the student worker was considerably beyond that which might reasonably be expected.

8. Complete cooperation from labor unions and from governmental agencies with regard to the Work Experience Education Program was reported by all the employers.

CHAPTER VII

STUDENT EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM

The obtaining of students' opinions regarding the Work Experience Education Program was considered an especially important part of this evaluative study. It was decided to request such opinions from students who had participated in the program (for high school credit) recently enough to have reasonably good recall of the experience and long ago enough to have an opportunity to judge the program in reasonably sound perspective. Accordingly, an attempt was made to get responses from the students who graduated from high school in 1955 and 1956.

Usable addresses were sought for all Work Experience Education students who graduated in 1955 and 1956 from the high schools in Carpinteria, Lompoc, Santa Maria, and Santa Ynez. The addresses of only the 1956 graduates were sought in Santa Barbara, because the number of graduates there in one year was greater than the number of graduates in two years from the largest of the other four high schools. Thus, it was believed, a kind of balance between the one large high school and the other smaller ones might be gained.

After every feasible effort to get the addresses had been expended, a total of 302 addresses appeared to be correct. Questionnaires, especially designed for their use, were mailed to all these former students. In every instance when there was no response, follow-up postal cards and letters were sent; telephone calls were also made if the telephone numbers could be found. The fact that many of the graduates, especially the girls, had married and had acquired different names made it very difficult — and in many instances impossible — to locate them. Also, the fact that many boys were in the military service and serving in remote parts of the world made it difficult to reach them.

By March 1, 1960, the deadline for accepting questionnaire returns, 146 questionnaires had been returned by the former Work Experience Education students. This number was 48 percent of the number mailed, and they came from all parts of the United States and from many foreign countries. The high schools attended by the former students returning the questionnaires were these:

Carpinteria	34	(2 men, 32 women)
Lompoc	46	(11 men, 35 women)
Santa Barbara	42	(23 men, 19 women)
Santa Maria	14	(10 men, 4 women)
Santa Ynez	10	(3 men, 7 women)
	<u>146</u>	<u>(49 men, 97 women)</u>

Students' Responses Concerning Placement and Supervision in Program

One of the questions asked of the former students was, "Who located your job in the program?" According to their replies, the students' jobs were located by the school coordinator in 78.1 percent of the cases. However, 20.6 percent of the students said, "I found my own job," and 1.3 percent said that their jobs had been found by "someone else."

The extent of the students' satisfaction with the kinds of jobs they were assigned to in the program was

indicated by the fact that 81.5 percent said, "Yes, I got the job I wanted," and 11.7 percent said that they did not get a job which they considered suitable. Six and eight-tenths percent did not respond to the question concerning this matter.

With regard to working conditions — good lighting, good ventilation, and adequate safety precautions — provided by their employers in the program, 83.6 percent said that the "working conditions were in all ways adequate," 13.7 percent said they were "inadequate in some respects," and 2.7 percent did not comment.

As to the availability of supervision and help from the employer while working in their jobs, 90.4 percent said that "supervision and help were always available," 5.5 percent said that the supervision and help were "sometimes available," only 2.7 percent said such supervision and help were "rarely available," and 1.4 percent did not comment.

Responses to a question regarding supervision by the school representative were quite a different matter. In Table XXV, below, are shown the replies to the question, "How often were you visited on the job by a school coordinator?"

Table XXV
FREQUENCY OF ON-THE-JOB VISITS
BY SCHOOL COORDINATOR

Frequency of Visit	Percent of Students Who Reported
Not at all	43.8
When placed on job only	13.0
When placed and one other time during semester	21.2
At least once each month	11.6
More often than once a month	6.9
No reply	3.5
	<u>100.0</u>

The former students were also asked from whom they could get help when problems developed in their Work Experience Education Program. Their responses are given in Table XXVI.

Table XXVI
SOURCE OF HELP WHEN PROBLEMS
DEVELOPED IN WORK EXPERIENCE
EDUCATION PROGRAM

Source of Help	Percent of Students Who Reported
The employer	77.4
The program coordinator	42.5
A teacher at school	17.1
A school counselor	12.3
No one	0.0

Evaluation of Program by Students

When the former students were asked of how much value to them their participation in the Work Experience Education Program had been, they replied as indicated in Table XXVII.

Table XXVII
STUDENTS' RATING OF VALUE OF
WORK EXPERIENCE EDUCATION

Students' Rating of Program	Percent of Students Who Reported
Great value	59.6
Some value	35.6
Little or no value	3.4
No response	1.4
	100.0

The specific ways in which the former students reported being helped through participating in the Work Experience Education Program are given in Table XXVIII.

It may be noted that none of the kinds of help from participation in the program were reported by as many as two-thirds of the former students, but more than 50 percent of the students reported receiving each of the following:

- b. To learn what employment entails
- c. To develop better understanding of the meaning of work

- h. To learn how to get along with fellow workers and employers
- f. To gain knowledge and attitudes necessary for successful job performance
- e. To learn to assume greater responsibility
- g. To acquire better work habits
- o. To broaden understanding of the occupational world and of working conditions in the world of work
- d. To make progress toward chosen occupational goal
- n. To explore the fields in which occupational interest lies and to determine suitability for those fields

It may also be noted that the following kinds of help were least often reported by the students:

- k. To make better school adjustment and avoid drop-out
- p. To develop better understanding of the community
- j. To augment financial resources
- l. To develop more appreciation of the value of wages

The smallness of the number of former students reporting the kinds of help described in statements j, k, and l may be partially accounted for by the fact that only 33.5 percent of these students had enrolled in the Work Experience Education Program for monetary wages as well as for high school credit, whereas 66.5 percent had enrolled in the program for high school credit only.

Table XXVIII
WAYS IN WHICH WORK EXPERIENCE EDUCATION HELPED STUDENTS

Kind of Help	Percent of Students Who Reported	Rank Order
a. To make wiser career choice	41.1	13
b. To learn what employment entails	62.3	1
c. To develop better understanding of the meaning of work	58.9	2.5
d. To make progress toward chosen occupational goal	51.4	8.5
e. To learn to assume greater responsibility	56.2	5.5
f. To gain knowledge and attitudes necessary for successful job performance	57.5	4
g. To acquire better work habits	56.2	5.5
h. To learn how to get along with fellow workers and employers	58.9	2.5
i. To develop better personality and more poise	42.5	12
j. To augment financial resources	29.5	15
k. To make better school adjustment and avoid drop-out	15.8	17
l. To develop more appreciation of the value of wages	30.8	14
m. To develop more appreciation and understanding of the relationship between formal education and job success	48.6	10.5
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	51.4	8.5
o. To broaden understanding of the occupational world and of working conditions in the world of work	54.8	7
p. To develop better understanding of the community	26.0	16
q. To make the transition from school to work	48.6	10.5

Students' Responses Concerning Relationship Between Program and School Curriculum

Almost one-half of the former students reported that if they had not enrolled in the Work Experience Education Program when they were in high school, they would not have taken any other subject instead of it. Table XXIX shows the percentages of students who stated that they would have taken some other subject if they had not participated in the program.

Table XXIX

SUBJECTS STUDENTS WOULD HAVE TAKEN IF THEY HAD NOT TAKEN PART IN WORK EXPERIENCE EDUCATION PROGRAM

Subjects Students Would Have Taken	Percent of Students Who Reported
No other subject or don't know	48.0
Business education	12.3
Foreign language	8.9
Science	7.5
Mathematics	4.2
Arts and crafts	4.2
English	3.4
Music	3.4
Mechanical drawing	2.7
Shop	2.7
Home economics	2.7
	100.0

In comparing the amount of time and effort required to earn credit in the Work Experience Education Program with the amount of time and effort required to earn credit in "regular" school subjects, 18.5 percent of the former students reported that less time and effort was required to earn credit in the Work Experience Education Program than in other subjects, 50.7 percent reported that about the same time and effort were required in both, and 22.6 percent reported that more time and effort were required to earn credit in the Work Experience Education Program than in other subjects. Eight and two-tenths percent of the students did not respond regarding this matter.

Table XXX

INTERFERENCE OF WORK EXPERIENCE EDUCATION WITH OTHER SUBJECTS OR EXTRA-CURRICULAR ACTIVITIES

Kind of Interference Reported	Percent of Students Who Reported
Other school subjects suffered	2.1
Extra-curricular activities suffered	11.0
Both subjects and activities suffered	2.1
Neither subjects nor activities suffered	83.6
No response	1.2
	100.0

When asked if "participation in Work Experience Education interfered seriously with other school work and/or with extra-curricular activities," the former students responded as shown in Table XXXI.

The former students were also asked if "Work Experience Education problems were ever discussed in regular subjects." Their replies are presented in Table XXXI.

Table XXXI

SUBJECTS IN WHICH WORK EXPERIENCE EDUCATION PROBLEMS WERE SOMETIME DISCUSSED AT SCHOOL

Subjects in Which Work Experience Education Problems Were Discussed	Percent of Students Who Reported
Business Education	22.6
English	9.6
Industrial Arts	6.9
Mathematics	6.2
Social Studies	19.9
Vocational Agriculture	1.4
Others	5.5

Comments and Recommendations by Students

A specific recommendation was solicited from each of the former students with regard to ways of achieving closer correlation between the Work Experience Education Program and the remainder of the curriculum. The responses are given in Table XXXII.

Table XXXII

MEANS OF CORRELATING WORK EXPERIENCE EDUCATION PROGRAM WITH REMAINDER OF CURRICULUM

Means of Correlation Recommended	Percent of Students Who Recommended
Offer a special class for Work Experience Education students	31.5
Introduce Work Experience Education problems as units in present subjects	19.2
Offer a special class and introduce units	19.2
Make no changes from present practice	15.1
Other proposals (clubs, conferences, meetings)	15.0
	100.0

In the space provided on the questionnaires for "free-responses" from the former students, literally hundreds of comments were written by them. Quoted below are representative examples of these comments.

The following are examples of comments expressing unreserved approval of the Work Experience Education Program:

EXAMPLE 1.

I am very much in favor of the Work Experience Education Program in our high school! I had been interested in nursing for several years and had taken all the pre-nursing classes and science classes all through school. Then through WEEP I had a chance to spend two class periods a day in our County Hospital. We wore nurses aides uniforms, were instructed in certain medical ethics, and given various assignments. As we progressed we were allowed to take part in regular hospital routine; changing beds, bathing patients, feeding and taking temps, caring for new babies, sterilizing, and numerous other tasks. At first we worked right along with the R.N.'s and always under supervision but as we learned we were allowed to work a little more on our own.

Those of us who progressed well and expressed a desire to were allowed to observe in the operating room. I observed two minor surgeries, one delivery, and one major surgery. This was a wonderful experience as even the doctors were more than kind and very happy to answer any questions and offer information on their own. Everyone was anxious to be as helpful as possible.

I spoke to many organizations and civic groups on my experiences in the Work Education Program and have always lauded it whenever possible.

EXAMPLE 2.

I think work experience is a wonderful thing. I really had no idea if I really would like the work of being a secretary, but when I had work experience I knew I did. Besides learning the work that a secretary would do, more important I learned just how a business operates and the complete routine of people in the business world. I overcame my fright of entering an office for the first time and beginning a new job.

EXAMPLE 3.

I will say that the greatest idea ever presented at any high school is the Work Experience Program. It enables many students to recognize whether their ambitions are truly what they desire. They are not only taught theory — but they are also able to put this theory into practice, by experience before enrolling in college.

EXAMPLE 4.

I think the program is most worth while in that it gives you a chance to be sure you really like your chosen field before devoting a great deal of time and money to train for it. College these days requires you to specialize so greatly that it would be a shame to discover after 4 years work that you were dissatisfied with your occupation.

EXAMPLE 5.

The program was very beneficial to me because it gave me that first job which otherwise is so hard to get. With NO EXPERIENCE it's hard to get any job. That first job gave me the experience I needed for a better job as stenographer. Then those two jobs gave me the experience needed for a wonderful private legal secretarial job, which I enjoyed very much.

EXAMPLE 6.

Students planning to work, on a full time basis after graduation, would find Work Experience a wonderful opportunity to help select a proper field in which he plans to engage in. He would learn the requirements for the job and will discover, without doubt, if the job would be suitable for him on a permanent basis.

EXAMPLE 7.

I feel that the Work Experience Education Program should be continued and expanded. The experience I gained from actually working with children was much more valuable to me than any subject matter I might have read in a book or gained from any college classes. I am sure this would also hold true for other vocational experiences.

EXAMPLE 8.

My work experience in Dental Assisting gave me confidence that I wanted to continue in the field of medicine, but not necessarily in a dentist's office. I wanted to be a nurse and this experience helped to make me sure.

EXAMPLE 9.

I worked with a Physical Education Instructor, and the program was very beneficial. I believe that my instructor gave me all the opportunities that I could have been given while working under him. I had a very good idea of the occupation when leaving high school.

EXAMPLE 10.

I think it's a great thing for all Seniors and maybe Juniors in high school. It gives them an idea of what the job they think they want is really like.

Examples of comments which included or implied criticisms or suggestions for improving the program are the following:

EXAMPLE 1.

I believe Work Experience should be brought to the attention of students in their Freshman year and thoroughly discussed. This way they can plan ahead, get their required subjects completed in the earliest time possible and not waste it on Study Halls. I would have liked to have had more than two school periods a day for Work Experience. All subjects have benefited since school, but Work Experience was an exceptional help.

EXAMPLE 2.

Introduce it in the Freshman or Sophomore grades so you'll have a better idea of the kind of job you will want and prepare for in high school. When you have Work Ed. only in the Sr. year there is no opportunity to take additional or different courses to prepare yourself for a job that you may have decided you liked in the Work Education course — unless you go to J.C. or etc.

From my experience with this subject I found that the only possible way of getting anything out of this program depended on how much you, the student, were willing to put into it. I think I gained from it, personally — however the majority of my classmates considered it a "lark" and I really think it was a waste of their time and the schools. This was in 1956 so time may have changed — but I rather doubt it!

EXAMPLE 3.

I feel the work experience program was of great value to me, but I also feel I could have used a little better supervision from my school coordinator as well as my employers.

EXAMPLE 4.

I think it would be wise for the school coordinator to keep a closer check on the students on Work Education. Too much chance of a student "goofing off" on work education time.

EXAMPLE 5.

I think the Work Education Program is a wonderful subject. I only wish more supervision and guidance could be given to the students. I think a visit to the employers by the coordinator could be very helpful in understanding problems of high school Work Education students.

EXAMPLE 6.

I am student teaching now and in attendance at UCLA and fully realizing how much I learned while participating in the Work Experience Education Program of Santa Barbara County.

I would suggest that the Work Experience Education Program be explained and discussed more extensively in the early years of high school so that students might be thinking in advance about the possibility of their participation in the program and planning their course schedule to allow adequate time for it.

I feel that a group conference with others who are participating in the same vocational area together with the school coordinator held once or twice a month to discuss problems and ideas unique to that vocation and the preparation for it would be very helpful and a valuable learning experience.

EXAMPLE 7.

I feel this program is a very beneficial one. I gained a great deal from it, which I am sure will help in the future. However, I do not feel that a student should participate for more than one or two semesters, as it would tend to bind his or her academic opportunities. I participated in the last semester of my senior year after I had completed my college prep. courses, and some business courses. There is plenty of time for the student to be out in the working world after he finishes his education, therefore I do not feel that too much class time should be devoted to work outside the school. I do think the program is an excellent one, and hope it will continue.

EXAMPLE 8.

I truly believe that WEEP is profitable for terminal students. A student that is working toward a college education should definitely not enter the WEEP program. For the college bound student, it would be more profitable to take a semester of expository writing or English grammar. One cannot do well in college if he cannot communicate.

In my own case, the WEEP tended to become "busy work." It became routine and did not challenge my intellect. The program did raise a question in my mind in relation to "business" as a future vocation. When I entered college, I became a business major. The question was still in my mind. The Spring semester of my Freshman year I became a limited student, and I found a job as an accountant in an insurance underwriting firm. It was during this training that I realized that I did not belong in the field of business. I lost a year in college when I changed my major to social science — English with a teaching credential.

I am not sorry I registered for the WEEP in high school, but I feel that a good English course would have been more profitable.

EXAMPLE 9.

I think work experience was a wonderful opportunity — I also believe there should be more discussion of work experience and the problems arising from work experience in the school. Either as special class or as units in present subjects.

EXAMPLE 10.

I believe that Work Experience students should be brought together periodically for informal discussion periods with an occasional speaker representing future employers.

EXAMPLE 11.

School should have jobs coordinated with future vocational choice. Some were available. Most positions required only menial tasks.

My participation in WEEP was very slight. In fact I had the job to earn money; units for school were more or less secondary. The position was obtained before I met WEEP and I had little guidance from the department.

I wish now that I had had guidance and a position of greater experience (though perhaps less monetary) value.

EXAMPLE 12.

If a school is going to back the work experience program I think the whole faculty should be behind it. When I was in school and decided in my senior year I would like to receive some working experience, my counselor was very much against my getting a part-time job because she knew I didn't have to work. I think the program is terrific especially for those who do have to work.

Results of Interviews with Students

Interviews were held with approximately 10 percent of the former participants in the Work Experience Education Program who returned questionnaires which had been sent to them. The nature of the interviews ranged from very informal discussions to rather highly structured interrogations. Nothing of significance was learned from these interviews which had not already been gained from responses to the questionnaires. It was determined, however, that the questionnaires had been well understood and that the responses to them had accurately reflected the opinions of the former students who had taken part in the program.

Concluding Comments Regarding Part II

In Part II of this report, consisting of Chapters IV-VII, an evaluation of the Work Experience Education Program of the high school districts in Santa Barbara County was presented. The evaluation was given in terms of opinions held by parents, teachers and principals, employers, and former students who had participated in the program.

In Part III of this report, consisting of Chapters VIII, IX, and X, are presented the results of testing the tenability of null hypotheses formulated with regard to differences between former participants and non-participants in the Work Experience Education Program; ratings given by members of the Advisory Committee to statements of issue relative to the program; and conclusions and recommendations based on the findings of the evaluative study.

PART III

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CHAPTER VIII

TENABILITY OF HYPOTHESES REGARDING DIFFERENCES BETWEEN FORMER PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

In this chapter are reported findings concerning the tenability of seventeen hypotheses formulated with regard to differences between former participants and non-participants in the Work Experience Education Program of the Santa Barbara County high school districts.

Nature of Samples

The subjects of this part of the evaluative study were 1,131 former students who graduated from the high schools in 1955, 1956, 1959. Of these 1,131 subjects, 320 had participated in the Work Experience Education Program (for credit) while they were in high school, and 811 had not.

In the testing of some of the hypotheses, the subjects used were 143 former participants and 235 non-participants in the program who graduated in 1955 and 1956 (from 4 high schools in 1955 and 5 high schools in 1956). The procedures used in reaching the 1955 and 1956 graduates who were former participants in the program are described on page 43 of Chapter VII; the same procedures were used in reaching the former non-participants who graduated in those years.

In the testing of other hypotheses, the subjects used consisted not only of the 1955 and 1956 graduates but also of 753 graduates from three of the high schools in 1959. Of these 753 graduates, 177 had participated in the program (for credit), and 576 had not. These subjects who graduated in 1959 were reached in May, 1959, while they were still in high school, obviating the necessity of relying on the mail in the seeking of personal data from them.

Comparable data were not available for the total sample of subjects in the testing of most hypotheses.

The actual number of subjects used in the testing of each hypothesis is given in that part of this chapter in which the hypothesis is discussed.

Stated below are the seventeen null hypotheses which were formulated with regard to differences between former participants and non-participants in the program, and the findings concerning each are presented. Differences in means between the two groups were subjected to t-tests, and differences in percentages were subjected to chi-square tests. Whenever a difference was found to be statistically significant at the 1 percent to 5 percent level of confidence, the null hypothesis relative to the difference was considered to be untenable. On the other hand, whenever the probability that a reported difference would be present in another sample was found to be less than 95 out of 100, the null hypothesis relative to that difference was considered to be tenable.

Null hypothesis one: In I.Q.'s there is no significant difference between former participants and non-participants in the program.

Data used relative to this hypothesis were taken from high school cumulative records and consisted of scores made on the California Test of Mental Maturity.

As reported in Chapter III, page 20, there was found to be no difference which was statistically significant at the 5 percent level between the mean I.Q.'s of 177 participants and 576 non-participants in the program who graduated in 1959.

For the 1955 and 1956 graduates, comparisons of the mean I.Q.'s of the participants and non-participants were made separately for males and for females. The findings are shown in Table XXXIII.

Table XXXIII
DIFFERENCES BETWEEN MEAN I.Q.'s OF PARTICIPANTS AND
NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean I.Q.	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	109.71	16.5	2.3049		
Non-Participant Males	140	111.43	15.4	1.3051	2.65	.6491
Participant Females	95	113.35	13.5	1.3918		
Non-Participant Females	95	108.61	14.4	1.6907	2.19	2.1187*

*Significant at .05 level

Null hypothesis one was found to be tenable for the total sample of 1959 graduates (not differentiated by sex) and for the male sample of the 1955 and 1956 graduates. It was not tenable, however, for the female sample of 1955 and 1956 graduates. In the latter group, the participants had a mean I.Q. which was higher by 4.74 than that of the non-participants, a difference which was found to be significant at the 5 percent level of confidence.

Null hypothesis two: In high school grade-point averages earned there is no significant difference be-

tween former participants and non-participants in the program.

Data used relative to this hypothesis were taken from high school cumulative records.

Already reported in Chapter III, page 20, was the finding that there was no significant difference at the 5 percent level between 177 participants and 576 non-participants who graduated in 1959 with regard to their mean scholarship rankings in class. No sex differentiation was made in that comparison.

A different procedure was used in attempting to determine the differences in scholarship between the 1955-1956 participants and non-participants in the program. For these students a comparison of grade-point

averages earned in grades 9 through 12 was made. The comparison was made separately for males and for females. The findings are given in Table XXXIV, which follows:

Table XXXIV
DIFFERENCE BETWEEN MEAN GRADE-POINT AVERAGES EARNED IN HIGH SCHOOL BY PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean G.P.A.	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	2.53	.5475	.0293		
Non-Participant Males	140	2.65	.4875	.0526	.537	.2235
Participant Females	95	2.91	.5100	.0411		
Non-Participant Females	95	2.84	.5950	.0613	.710	.0986

Null hypothesis two was found to be tenable. Although the mean grade-point average earned by non-participant males was .12 higher than that earned by participant males, the difference was not statistically significant at the 5 percent level. Similarly, although grade-point averages earned by participant females was .13 higher than that earned by non-participant females, that difference was not statistically significant. Both participant and non-participant females earned higher grade-point averages than either participant or non-participant males.

Null hypothesis three: In socio-economic levels there is no significant difference between former participants and non-participants in the program.

Basic data used relative to this hypothesis were

taken from questionnaire responses returned by the subjects.

Previously reported, in Chapter III, page 20, was the finding that there was no difference which was statistically significant at the 5 percent level in the mean socio-economic backgrounds (based on education and training required for parents' occupation) of 160 participants and 525 non-participants who graduated in 1959. No sex differentiation was made in that comparison.

The procedures used regarding subjects who graduated in 1959 were also used regarding subjects who graduated in 1955 and 1956 except that for the latter separate comparisons were made for males and for females. The results are presented in Table XXXV.

Table XXXV
DIFFERENCES BETWEEN MEAN SOCIO-ECONOMIC LEVELS OF PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean Soc-Econ. Level	σ	σ_m	σ_{dm}	t-ratio
Participant Males	41	3.341	1.38	.2156		
Non-Participant Males	140	3.144	1.38	.1234	.248	.7943
Participant Females	92	3.489	1.42	.1481		
Non-Participant Females	85	3.106	1.32	.1432	.245	1.86

Null hypothesis three was found to be tenable for the 1959 subjects (whose comparison was not differentiated according to sex) and for the 1955-1956 subjects. The mean socio-economic level of the 1955-1956 male participants was .197 higher than that for the male non-participants, and the 1955-1956 female participants had a mean socio-economic level which was .383 higher than that for female non-participants; but these differences were not statistically significant at the 5 percent level

of confidence.

Null hypothesis four: In age there is no significant difference between former participants and non-participants in the program.

Data used relative to this hypothesis were taken from questionnaires returned by 377 subjects who graduated from high school in 1955 and 1956. Comparisons of mean ages were made separately for males and for females. Results are presented in Table XXXVI.

Table XXXVI
DIFFERENCES BETWEEN MEAN AGES OF PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean Age	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	21.25	.74	.1068		
Non-Participant Males	139	22.5	1.085	.0920	.014	1.0571
Participant Females	95	21.13	.754	.0773		
Non-Participant Females	95	21.12	.866	.0888	.117	.0983

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Null hypothesis four was found to be tenable. The range in age of the subjects was from 19 to 26, but 93 percent of them were 20, 21, or 22 years of age. Males who did not participate in the program were, on the average, a little more than one year older than male participants; however, t-ratio tests indicated no significant differences between either the male groups or the female groups in mean age.

Null hypothesis five: In total numbers of high

school semester periods of credit earned in academic subjects there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from high school cumulative records for 378 subjects who graduated in 1955 and 1956. Comparisons of mean numbers of high school semester periods of credit earned in academic subjects were made separately for males and for females. In Table XXXVII the results are given.

Table XXXVII

DIFFERENCES BETWEEN MEAN NUMBERS OF ACADEMIC SEMESTER PERIODS OF CREDIT EARNED IN HIGH SCHOOL BY PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean No. Semester Periods	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	134.7	24.0	3.4985		
Non-Participant Males	140	132.8	30.4	2.5785	4.34	.4424
Participant Females	95	124.1	26.7	2.7525		
Non-Participant Females	95	126.2	34.5	3.5567	4.09	.5110

Null hypothesis five was found to be tenable. Males who had participated in the program had earned, on the average, 1.9 more semester periods of credit in the academic subjects (science, social studies, English, mathematics, and foreign languages) than had male non-participants; and female non-participants had earned, on the average, 2.1 more such semester periods of credit than had female participants in the program; but neither difference was statistically significant at the 5 percent level. Both participants and non-participant males had earned several more semester periods of credit in academic subjects than had either participant or non-participant females.

Differences between participants and non-participants in the mean number of high school semester periods of credit that they had earned specifically in science, in social studies, in foreign language, in mathematics, and in English were also computed. The findings are given below:

1. In science the mean number of semester periods of credit earned by non-participant males was .81 greater than that earned by participant males, and the number earned by non-participant females was .01 greater than that earned by participant females.

2. In social studies the mean number of semester periods of credit earned by non-participant males was 1.15 greater than that earned by participant males, but

the number earned by participant females was 2.53 greater than that earned by non-participant females.

3. In foreign languages the mean number of semester periods of credit earned by non-participant males was .91 greater than that earned by participant males, and the number earned by non-participant females was 1.74 greater than that earned by participant females.

4. In mathematics the mean number of semester periods of credit earned by participant males was .31 greater than that earned by non-participant males, and the number earned by participant females was 1.26 greater than that earned by non-participant females.

5. In English the mean number of semester periods of credit earned by non-participant males was 1.66 greater than that earned by participant males, but the number earned by participant females was 1.66 greater than that earned by non-participant females.

T-ratio tests indicated that not one of the above differences was statistically significant at the 5 percent level of confidence.

Null hypothesis six: In total numbers of high school semester periods of credit earned in non-academic subjects there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from high school cumulative records for 378 subjects who graduated in 1955 and 1956. Comparisons of mean

Table XXXVIII

DIFFERENCES BETWEEN MEAN NUMBERS OF NON-ACADEMIC SEMESTER PERIODS OF CREDIT EARNED IN HIGH SCHOOL BY PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean No. Semester Periods	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	53.04	26.1	3.8047		
Non-Participant Males	140	62.21	30.8	2.6124	4.54	2.0198
Participant Females	95	65.66	23.8	2.4536		
Non-Participant Females	95	67.97	29.8	3.0722	3.93	.5165

numbers of high school semester periods of credit earned in non-academic subjects (business education, homemaking, shop, agriculture, art, and music) were made separately for males and for females. Results are given in Table XXXVIII on the preceeding page.

Null hypothesis six was found to be tenable. Although the mean number of semester periods of credit in non-academic courses earned by non-participant males was 9.17 greater than that earned by participant males and the mean number earned by non-participant females was 2.31 greater than that earned by participant females, the differences were found not to be statistically significant at the 5 percent level.

Differences between participants and non-participants in the mean numbers of high school semester periods of credit they had earned specifically in business education, homemaking, shop, agriculture, art, and music were also computed. The findings were as follows:

1. The mean number of semester periods of credit in business education earned by participant males exceeded the number earned by non-participant males by 3.02, and the number earned by participant females exceeded the number earned by non-participant females by 3.8.

2. The mean number of semester periods of credit in homemaking earned by non-participant females exceeded the number earned by participant females by 5.21.

3. The mean number of semester periods of credit

in shop earned by participant males exceeded the number earned by non-participant males by 8.34.

4. The mean number of semester periods of credit in agriculture earned by non-participant males exceeded the number earned by participant males by 10.84.

5. The mean number of semester periods of credit in art earned by non-participant males exceeded the number earned by participant males by .68, and the number earned by non-participant females exceeded the number earned by participant females by 3.13.

6. The mean number of semester periods of credit in music earned by non-participant males exceeded the number earned by participant males by .96, but the number earned by participant females exceeded the number by non-participant females by .54.

T-ratio tests of each of the above differences indicated that none was statistically significant at the 5 percent level of confidence.

Null hypothesis seven: In the total numbers of high school semester periods of credit earned there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from high school cumulative records for 378 subjects who graduated in 1955 and 1956. Comparisons of mean numbers of total semester periods of credit earned in high school were made separately for males and females. Results are shown in Table XXXIX.

Table XXXIX
DIFFERENCES BETWEEN MEAN NUMBERS OF TOTAL HIGH SCHOOL SEMESTER PERIODS OF CREDIT EARNED BY PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean No. Hours	σ	σ_m	σ_{dm}	t-ratio
Participant Males	48	233.88	16.9	2.4636		
Non-Participant Males	140	235.29	15.9	1.3486	2.81	.5018
Participant Females	95	238.82	15.9	1.6392		
Non-Participant Females	95	235.13	16.9	1.7423	2.39	1.5439

Null hypothesis seven was found to be tenable. Although the mean number of total semester periods of credit earned in high school by non-participant males exceeded the number earned by participant males by 1.41, the number earned by participant females exceeded the number earned by non-participant females by 3.69. In neither instance was the difference found to be statistically significant at the 5 percent level.

Included in the total number of high school semester periods of credit earned by participants were, of course, those earned in Work Experience Education. The mean number of semester periods of credit in Work Experience Education earned by male participants was 11.58, and the mean number earned by female participants was 8.95. If these were subtracted from the total number of high school semester periods of credit earned, the remaining mean number of total school semester periods of credit earned by male participants would be 222.3, and the mean number earned by female participants would be 229.87. Both of these latter totals were well above the normal minimum requirement for gradu-

ation from high school, that requirement generally being 200 semester periods of credit for grades 9 through 12.

Null hypothesis eight: In agreement of high school interest inventory scores with fields of occupational choice at time of graduation from high school there is no significant difference between former participants and non-participants in the program.

Kuder Preference Record scores for 93 male and 101 female subjects were taken from their high school cumulative records, and statements of occupational choice at time of graduation were taken from their questionnaire responses. All these subjects graduated from high school either in 1955 or 1956.

Agreement of Kuder score with occupational field choice at time of graduation was assumed to exist if the field of the occupational choice corresponded with one or more of the three highest scores made by the subject on the Kuder Preference Record. Chi-square tests were applied to percentages of agreement, and separate comparisons were made for male and female subjects. Results for male subjects are shown in Table XL.

Table XL

DIFFERENCES BETWEEN MALE PARTICIPANTS AND NON-PARTICIPANTS IN AGREEMENT OF KUDER SCORES WITH FIELDS OF OCCUPATIONAL CHOICE AT TIME OF GRADUATION

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Males	30	23	76.7	7	23.3
Non-Participant Males	63	63	60.3	25	39.7
Chi square = 2.4032 (.20 - .10)					

Results for female subjects are given in Table XLI, which follows:

Table XLI

DIFFERENCES BETWEEN FEMALE PARTICIPANTS AND NON-PARTICIPANTS IN AGREEMENT OF KUDER SCORES WITH FIELDS OF OCCUPATIONAL CHOICE AT TIME OF GRADUATION

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Females	52	35	67.3	17	32.7
Non-Participant Females	49	28	57.1	21	42.9
Chi square = 1.1418 (.30 - .20)					

Since the differences reported in Tables XL and XLI were not statistically significant at the 5 percent level, null hypothesis eight was found to be tenable for both male and female subjects.

Null hypothesis nine: In agreement of levels of occupational choice made at time of graduation with levels of occupations presently held there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from questionnaires returned by 51 male subjects and 80

female subjects who had graduated in either 1955 or 1956 and who were employed in 1960 when this study was made. The subjects were asked what their vocational choices were at the time of high school graduation, and their replies were placed in one of six occupational levels described in Chapter III, page 20. They were also asked to give information regarding their present employment, and replies were similarly placed in one of the six levels. Comparisons were then made of the levels of choices with the levels of present occupations held. The comparisons were made separately for males and for females. Results concerning the males are given in Table XLII.

Table XLII

DIFFERENCES BETWEEN MALE PARTICIPANTS AND NON-PARTICIPANTS IN AGREEMENT OF LEVELS OF OCCUPATIONAL CHOICES AT TIME OF HIGH SCHOOL GRADUATION WITH LEVELS OF OCCUPATIONS PRESENTLY HELD

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Males	18	6	33.3	12	66.7
Non-Participant Males	33	11	33.3	22	66.7
Chi square = 0					

As clearly indicated in the above table, null hypothesis nine was found to be tenable for male subjects.

Results for females are given in Table XLIII, which follows:

Table XLIII

DIFFERENCES BETWEEN FEMALE PARTICIPANTS AND NON-PARTICIPANTS IN AGREEMENT OF LEVELS OF OCCUPATIONAL CHOICES AT TIME OF HIGH SCHOOL GRADUATION WITH LEVELS OF OCCUPATIONS PRESENTLY HELD

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Females	43	24	55.8	19	44.2
Non-Participant Females	37	11	29.7	26	70.3
Chi square = 5.524 (.02 - .01)					
Chi square (with Yates Correction) = 4.513 (.05 - .02)					

The figures in Table XLIII show that for female participants in the program there was a significantly greater agreement between levels of occupational choices made at time of graduation from high school and the levels of occupations subsequently held than for female non-participants. Therefore, null hypothesis nine was not found to be tenable for female subjects.

Null hypothesis ten: In agreement of high school interest inventory scores with fields of occupations presently held there is no significant difference between former participants and non-participants in the program.

Kuder Preference Record scores for 41 male and

47 female subjects who graduated in 1955 or 1956 were taken from high school cumulative records, and information regarding occupational fields presently held were taken from questionnaires returned by the subjects.

Agreement of Kuder score with field of occupation presently held was assumed to exist if the field of the occupation held corresponded with one or more of the top three scores made by the subject on the Kuder Preference Record when he was in high school. Chi-square tests were applied to percentages of agreement, and separate comparisons were made for male and female subjects. Results for male subjects are given in Table XLIV.

Table XLIV

**DIFFERENCES BETWEEN MALE PARTICIPANTS AND NON-PARTICIPANTS
IN AGREEMENT OF KUDER SCORES WITH FIELDS OF
OCCUPATIONS PRESENTLY HELD**

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Males	15	11	73.3	4	26.7
Non-Participant Males	26	13	50.0	13	50.0
Chi square = 2.096 (.20 - .10)					

Results for female subjects are given in Table XLV.

Table XLV

**DIFFERENCES BETWEEN FEMALE PARTICIPANTS AND NON-PARTICIPANTS
IN AGREEMENT OF KUDER SCORES WITH FIELDS OF
OCCUPATIONS PRESENTLY HELD**

Subjects	N	No.	Agreement Percent	No.	No Agreement Percent
Participant Females	25	15	60.0	10	40.0
Non-Participant Females	22	10	45.5	12	54.5
Chi square = .9919 (.50 - .30)					

Since the differences reported in Tables XLIV and XLV were not statistically significant at the 5 percent level, null hypothesis ten was found to be tenable for both male and female subjects.

Null hypothesis eleven: In expressions of satisfaction with jobs presently held there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from

questionnaire responses by 175 subjects who graduated in 1955 or 1956. Comparisons of replies by the former participants and non-participants in the program were made separately for 82 males and for 93 females. A score of "3" was given each reply of "well satisfied," a score of "2" for "fairly well satisfied," and a score of "1" for "dissatisfied." The mean scores for the replies of the two groups of males and the two groups of females are shown in Table XLVI, which also shows the t-ratios computed.

Table XLVI

**DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS
IN EXPRESSIONS OF SATISFACTION WITH JOBS PRESENTLY HELD**

Subjects	N	Mean Scores*	σ	σ_m	σ_{dm}	t-ratio
Participant Males	19	2.721	.918	.2165		
Non-Participant Males	63	2.461	.766	.0973	.237	1.0970
Participant Females	47	2.723	.898	.1324		
Non-Participant Females	46	2.652	.885	.1319	.187	.3797
*3 — Well satisfied, 2 — fairly well satisfied, 1 — dissatisfied						

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Although the mean scores in Table XLVI indicate somewhat greater satisfaction with present jobs on the part of both male and female participants than on the part of male and female non-participants, the differences were not found to be statistically significant at the 5 percent level in either case.

Null hypothesis eleven was, therefore, found to be tenable for both male and female subjects.

Null hypothesis twelve: In highest salaries earned after graduation in full-time-employment jobs there is

no significant difference between former participants and non-participants in the program.

From questionnaire responses were taken figures showing highest weekly salaries earned by 85 male subjects and 96 female subjects who had graduated in either 1955 or 1956 and who had subsequently engaged in full-time jobs. In Table XLVII are reported the mean salaries of the groups of subjects and the t-ratios which were computed. Comparisons were made separately for males and for females.

Table XLVII

DIFFERENCES IN HIGHEST MEAN WEEKLY SALARIES EARNED IN POST-HIGH SCHOOL FULL-TIME JOBS BY PARTICIPANTS AND NON-PARTICIPANTS IN THE PROGRAM

Subjects	N	Mean Weekly Salaries	σ	σ_m	σ_{dm}	t-ratio
Participant Males	21	99.30	24.1	5.3915		
Non-Participant Males	64	97.60	22.8	2.8715	6.13	.2773
Participant Females	45	79.16	15.0	2.26		
Non-Participant Females	51	74.89	17.8	2.52	3.38	1.2633

The lowest weekly salary reported by any subject was less than \$30.00, and the highest was in excess of \$120.00. Mean weekly salaries reported by participant males and females were slightly higher than those reported by non-participant groups, but the differences were not statistically significant at the 5 percent level.

Null hypothesis twelve was thus found to be tenable for both male and female subjects.

Null hypothesis thirteen: In incidence of college entrance by college-potential students there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from high school cumulative records, college records, and questionnaire responses. It was found that of the 378 subjects who graduated in 1955 or 1956 and who com-

pleted questionnaires, 137 had I.Q.'s of 110 and above; and it was presumed that subjects having such I.Q.'s had potential for college entrance and success. Of these college-potential subjects, 85 actually entered institutions of higher learning and completed at least one semester of work on that level; and 52 did not do so. Among the 85 subjects who attended institutions of higher education, 29 had participated in the Work Experience Education Program and 56 had not. Of the 52 subjects who did not go on to a college or university, 29 had participated in the program and 23 had not.

In Table XLVIII are shown comparisons, by sex, of the former participants and non-participants in terms of percentages of college-potential subjects who entered a college or university and remained there for at least one semester.

Table XLVIII

DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS IN PERCENTAGES OF COLLEGE-POTENTIAL STUDENTS WHO ATTENDED COLLEGE

Subjects	Total N	Attended College No.	College Percent	Did Not Attend College No.	College Percent
Participant Males	16	12	75	4	25
Non-Participant Males	48	36	75	12	25
Chi square = 0					
Participant Females	42	17	41	25	59
Non-Participant Females	31	20	65	11	35
Chi square = 4.124 (.05 - .02)					

As reported in the above table, exactly the same percentages of college-potential male participants and

non-participants attended college. With regard to female subjects, however, the percentage of former non-partici-

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pants who attended college was larger than the percentage of participants who did so, and the difference was found to be statistically significant at the 5 percent level.

Null hypothesis thirteen was, therefore, found to be tenable for male subjects, but untenable for female subjects.

Null hypothesis fourteen: In the number of years of higher education completed, there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from questionnaire responses by 237 subjects who graduated from high school in 1955 or 1956 and who reported having completed some college or university work thereafter.

The mean numbers of years of higher education completed by the 131 male and 106 female subjects are shown in Table XLIX, and comparisons of participants with non-participants are indicated.

Table XLIX

DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS IN MEAN NUMBERS OF YEARS OF HIGHER EDUCATION COMPLETED

Subjects	N	Mean No. Years	σ	σ_m	σ_{dm}	t-ratio
Participant Males	32	2.281	1.13	.2028		
Non-Participant Males	99	2.394	1.32	.1333	.242	.6669
Participant Females	52	1.962	1.30	.1807		
Non-Participant Females	54	2.507	1.29	.1772	.253	2.1146

Although the above table shows that the mean number of years of higher education completed by non-participant males was greater than that completed by participant males and that the mean number of years completed by non-participant females was greater than that completed by participant females, the differences in both instances were found to lack statistical significance at the 5 percent level.

Null hypothesis fourteen, therefore, was found to be tenable for both male and female subjects.

Null hypothesis fifteen: In the number of years of

non-college post-high school training completed there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from questionnaire responses by 88 subjects who graduated from high school in 1955 or 1956 and who reported having completed some non-college training thereafter.

The mean numbers of years of non-college post-high school training completed by the 47 male and 41 female subjects are given in Table L, and comparisons between former participants and non-participants in the program are indicated.

Table L

DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS IN MEAN NUMBERS OF YEARS OF NON-COLLEGE POST-HIGH SCHOOL TRAINING COMPLETED

Subjects	N	Mean No. Years	σ	σ_m	σ_{dm}	t-ratio
Participant Males	13	1.154	1.24	.3584		
Non-Participant Males	34	.735	1.12	.1951	.408	1.0269
Participant Females	22	1.545	1.20	.2620		
Non-Participant Females	19	.7399	1.02	.2405	.364	2.0744

As shown in the above table, male participants reported the completion of more non-college post-high school training than did male non-participants; and female participants reported the completion of more such training than did female non-participants. Neither of these differences, however, was found to be of statistical significance at the 5 percent level.

Null hypothesis fifteen was thus found to be tenable for both male and female subjects.

Null hypothesis sixteen: In college or university grade-point averages earned there is no significant dif-

ference between former participants and non-participants in the program.

Data relative to this hypothesis were obtained from records on file at the University of California, Santa Barbara, Santa Barbara City College, California State Polytechnic College, and Allan Hancock College. These institutions of higher learning were the ones most frequently attended by recent graduates from the five high schools participating in the Work Experience Education Program. Mean grade-point averages earned in these institutions during the Fall Semester of 1959-1960 were computed for 80 subjects who had graduated from high school in 1959. The subjects were selected in such a

manner as to make it possible to match 40 former participants with 40 former non-participants in terms of age, sex, I.Q., and institution of higher learning being attended.

The mean grade-point averages earned by the 80 subjects during their first semester in college or university are reported in Table LI, and comparisons between former participants and non-participants are indicated.

Table LI
DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS
IN GRADE-POINT AVERAGES EARNED IN COLLEGE OR UNIVERSITY

Subjects	N	Mean G.P.A.	σ
Participant Males	16	1.89	.52
Non-Participant Males	16	1.78	.72
Participant Females	24	1.93	.93
Non-Participant Females	24	1.96	.79

The slight differences in mean G.P.A. shown in the above table (Males — .11, Females — .03) were not significant at the 5 percent level. Null hypothesis sixteen was, therefore, found to be tenable for both male and female subjects.

Null hypothesis seventeen: In incidence of marriage within three to four years after graduation from high school, there is no significant difference between former participants and non-participants in the program.

Data relative to this hypothesis were taken from questionnaire returns by subjects who graduated in 1955 or 1956. It was found that of 367 subjects 157 had married by March, 1960, and 210 had remained single. In Table LII are shown comparisons of the percentages of former participants and non-participants who were married and who were single as of that date. The comparisons are shown separately for males and for females.

Table LII
DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS
IN INCIDENCE OF MARRIAGE BETWEEN HIGH SCHOOL GRADUATION AND 1960

Subjects	Total N	Single		Now Married	
		No.	Percent	No.	Percent
Participant Males	48	28	58	20	42
Non-Participant Males	136	98	72	38	28
Chi square = 3.144 (.10 - .05)					
Participant Females	92	51	55	41	45
Non-Participant Females	91	33	37	58	63
Chi square = 6.8167; significant at .01 level					

As reported in Table LII, the percentage of participant males who had married by 1960 was larger than that of male non-participants, but the difference was found not to be statistically significant at the 5 percent level. With regard to female subjects, the percentage of non-participants who had married was larger than that of participants, and that difference was found to be significant at the 1 percent level.

Null hypothesis seventeen was thus found to be tenable for male subjects and untenable for female subjects.

Recapitulation of Findings Regarding Tenability of the Null Hypotheses

Based on a study of 1,131 subjects (320 former participants in the program and 811 former non-participants) and on sub-groupings of these subjects — all of whom had graduated from the high schools in the five high school districts of Santa Barbara County in 1955, 1956, or 1959 — the following findings regarding differences between former participants and non-participants are presented:

1. For both male and female subjects no differences

which were statistically significant at the 5 percent level of confidence were found between former program participants and non-participants in these factors:

- a. Ages of subjects
- b. Socio-economic levels
- c. Grade-point averages earned in high school
- d. Total semester periods of academic subjects completed in high school (Lack of significance of difference at 5 percent level was also found specifically with regard to semester periods of science, mathematics, social studies, foreign languages, and English completed in high school.)
- e. Total semester periods of non-academic subjects completed in high school (Lack of significance of difference at 5 percent level was also found specifically with regard to semester periods of business education, art, and music completed in high school.)
- f. Total semester periods of all subjects completed in high school
- g. Agreement of high school interest inventory scores with fields of occupational choice at time of graduation from high school

- h. Agreement of high school interest inventory scores with fields of occupations presently held
- i. Extent of satisfaction with jobs presently held
- j. Salaries for full-time employment in post-high school jobs
- k. Years of higher education completed
- l. Years of non-college post-high school training completed
- m. Grade-point averages earned in college

2. For *male* subjects only, *no* differences which were statistically significant at the 5 percent level of confidence were found between former participants and non-participants in these factors:

- a. Intelligence quotients
- b. Agreement of levels of occupational choices made at time of high school graduation with levels of occupations presently held
- c. Incidence of college entrance by college-potential students
- d. Incidence of marriage within three to four years after graduation from high school

3. For *female* subjects only, differences which *were* statistically significant at the 5 percent level of confidence were found between former participants and non-participants in these factors:

- a. Intelligence quotients (significantly higher for former participants)
- b. Agreement of levels of occupational choices made at time of high school graduation with levels of occupations presently held (significantly greater for former participants)

- c. Incidence of college entrance by college-potential students (significantly higher for former non-participants)
- d. Incidence of marriage within three to four years after graduation from high school (significantly higher for former non-participants)

Supplementary Findings Regarding Differences Between Participants and Non-Participants in the Program

In Table XXVIII, page 44, are reported the percentages of 146 former participants in the program who checked each of seventeen specific kinds of help which they believed that they had gained from taking part in the Work Experience Education Program. These kinds of help had earlier been identified by the principals as being objectives of the Work Experience Education Program. The subjects were also asked to check in another column all of these kinds of help that they had gained from any source, Work Experience Education Program or any other, while they were in high school. Also, 234 former non-participants in the program (who like the 146 former participants were subjects who graduated from the high schools in 1955 or 1956) were requested to check, in the same list, any of these helps which they believed that they had obtained from any source while they were in high school.

The differences between former participants and non-participants in kinds of help that they reported they had received during the years they attended high school are shown in Table LIII.

Table LIII
DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS
IN SELECTED KINDS OF HELP RECEIVED WHILE IN HIGH SCHOOL

Kind of Help Received from Any Source While in High School	Percent Who Reported		Differ- ence in Percent
	Partici- pants (N=146)	Non- Partici- pants (N=234)	
a. To make a wise career choice	80.1	69.6	10.5
b. To learn what employment entails	81.5	49.5	32.0
c. To develop understanding of the meaning of work	82.9	55.5	27.4
d. To make progress toward chosen occupational goals	81.5	50.8	30.7
e. To learn to assume responsibility	84.9	81.1	3.8
f. To gain knowledge and attitudes necessary for successful job performance	82.9	65.3	17.6
g. To acquire good work habits	81.5	65.8	15.7
h. To learn how to get along with fellow workers and employers	82.9	68.7	14.2
i. To develop better personality and more poise	78.1	54.7	23.4
j. To augment financial resources	69.9	46.5	23.4
k. To make better school adjustment and avoid school drop-out	56.2	48.7	7.5
l. To develop appreciation of the value of wages	69.2	52.9	16.3
m. To develop appreciation and understanding of the relationship between formal education and job success	76.0	58.9	17.1
n. To explore the fields in which occupational interest lies and to determine suitability for those fields	77.4	49.1	28.3
o. To broaden understanding of the occupational world and of working conditions in the world of work	75.4	37.1	38.3
p. To develop understanding of the community	69.2	46.5	22.7
q. To make the transition from school to work	69.9	32.5	37.4

Every kind of help listed in Table LIII was reportedly received by a larger percentage of former participants than non-participants while they were in high school. Especially noteworthy, moreover, was the fact that the percentages of former participants who reported receiving the following nine kinds of help exceeded the percentages of non-participants who reported receiving them by more than 20 percent (listed in rank order):

1. To broaden understanding of the occupational world and of working conditions in the world of work
2. To make the transition from school to work
3. To learn what employment entails
4. To make progress toward chosen occupational goals

5. To explore the fields in which occupational interest lies and to determine suitability for those fields
6. To develop understanding of the meaning of work
- 7.5. To develop better personality and more poise
- 7.5. To augment financial resources
9. To develop understanding of the community

The same 380 subjects (146 former participants and 234 non-participants) were asked to check any of six general kinds of vocational guidance or assistance which they had been given while they were attending high school. In Table LIV is shown a comparison of their replies.

Table LIV

DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS IN GENERAL KINDS OF VOCATIONAL GUIDANCE OR ASSISTANCE RECEIVED WHILE IN HIGH SCHOOL

Vocational Guidance or Assistance Received	Percent Who Reported	
	Partici- pants	Non- Participants
1. Learning About Myself (My vocational interests, abilities, aptitudes, personality traits and occupational potential.)	43.8	39.7
2. Learning About the World of Work (Business and industrial organization, job opportunities, job requirements, entry jobs, etc.)	35.6	33.3
3. Making a Wise Vocational Choice (Determining my suitability for jobs, exploring alternate jobs and fields, weighing all applicable factors, etc.)	34.3	33.3
4. Preparing for Employment (Developing needed skills, techniques, attitudes, background.)	34.9	34.2
5. Getting a Job (Learning how jobs are filled, how to conduct one's self during an interview, how to apply, places to look.)	28.8	28.2
6. Advancing on the Job (Adjust, mature, and grow and secure advancement and promotion.)	26.7	26.0

Observation of the above table reveals that a slightly higher percentage of former participants than of non-participants reported receiving these six kinds of vocational guidance and assistance, but the differences between the groups were not significant.

Table LV

DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS IN SOURCES OF VOCATIONAL GUIDANCE RECEIVED WHILE IN HIGH SCHOOL

Source of Vocational Guidance and Assistance Received	Percent Who Reported	
	Partici- pants	Non- Participants
1. "Regular" school subjects	40.4	38.0
2. Extra-curricular school activities	15.8	20.5
3. School Counseling program	24.0	23.5
4. Work Experience Education Program	58.2	NA
5. Part-time jobs (Non-program jobs)	30.1	36.7
6. Parents and friends	36.3	44.4

The 380 subjects were also asked to indicate the sources of these kinds of vocational guidance and assistance given to them while they were in high school. A comparison of the responses made by the former participants and non-participants is presented in Table LV.

As shown in the table, by far the highest percentage of former participants reported the Work Experience Education Program to be a source of their vocational guidance and assistance during their years in high school. Regular school subjects and parents and friends were next most frequently checked as their sources of assistance. Non-participants, on the other hand, indicated that the three most important sources of their vocational guidance and assistance were (a) parents and friends, (b) regular school subjects, and (c) part-time jobs — not related to the program.

The relatively small percentages of both former participants and non-participants who reported receiving vocational guidance through the school counseling program indicated the existence of a serious problem. It may well be that the development of a closer relationship between the counseling program and the Work Experience Education Program would serve as a major step in overcoming or in alleviating the problem.

CHAPTER IX

ADVISORY COMMITTEE RATINGS OF SELECTED ISSUES REGARDING THE WORK EXPERIENCE EDUCATION PROGRAM

In the course of this evaluative study, numerous conflicting points of view concerning various aspects of the Work Experience Education Program were expressed by the persons who completed questionnaires and, even more so, by those who were interviewed. In many instances the points of view which were vigorously expressed by some respondents were diametrically opposite from points of view which were just as vigorously supported by other respondents.

Aspects of the program concerning which such "issues" were found to exist were primarily the following: (1) Major purposes of the program, (2) Kinds of students who should participate in it, (3) Amount of time per day which students should spend in the program, and the relation of that time to the regular school day, (4) Nature of students' compensation for participation in the program — high school credit, monetary pay, or both, (5) Qualities of employers and employment situations involved in the program, (6) Qualifications of the program coordinators, and (7) Distinctions between "credit" and "pay" programs.

Use of Rating Scale

Since there were basic disagreements on the issues mentioned above, it was decided that an attempt should be made to find out what the members of the policy-making Advisory Committee thought about them. (The term "Advisory Committee" as used in this chapter refers to the regular committee of sixteen laymen and educators, and, in addition, includes three assistant superintendents, five high school principals, five work experience education coordinators, and two coordinators of other educational functions.) Accordingly, a rating scale was prepared for their use. On the rating scale were recorded fifty-three statements of point of view which had previously been expressed by respondents; and members of the Advisory Committee were asked to follow these directions in their rating of the statements:

Please indicate, by checking the appropriate square, the extent to which you agree or disagree with each of the statements made below. (The statements were taken from questionnaire responses and from interview responses during the course of the evaluative study of the Work Experience Education Program in the High Schools of Santa Barbara County.)

For each statement recorded below, please check as follows: "SA" to show *strong agreement*, "A" to show *agreement*, "U" to show *uncertainty*, "D" to show *disagreement*, and "SD" to show *strong disagreement*.

Completed rating scales were returned by six laymen, three educators from Carpinteria, two educators from Lompoc, seven educators from Santa Barbara, three educators from Santa Maria, two educators from Santa Ynez, and six educators from the Santa Barbara County Schools Office. These returned rating scales were combined into four groups as follows:

Group I — Returns from six laymen (a manager of a corporation, a bank executive, an attorney at law, a president of an equipment company, a labor union representative, and a member of the California Department of Employment).

Group II — Returns from six members of the Santa Barbara County Schools Office (County Superintendent of Schools, two assistant superintendents, a coordinator of secondary education, a supervisor of child welfare and attendance, and a coordinator of health education).

Group III — Returns from ten educators in southern part of Santa Barbara County — Carpinteria and Santa Barbara (two school district superintendents, an assistant superintendent, two high school principals, a director of a special guidance project, a director of work experience education, and three coordinators of work experience education).

Group IV — Returns from seven educators in northern part of county — Lompoc, Santa Maria, and Santa Ynez (three school district superintendents, three high school principals, and a coordinator of work experience education).

After the rating scales had been checked by the members of this "augmented" Advisory Committee, a meeting of the committee was called for the purpose of discussing the statements of issue; and opportunity was given each member to revise his ratings in light of the clarifications, explanations, and convictions expressed by various other members of the committee in the course of the discussion. At the conclusion of the meeting the scales — with revised ratings — were collected for subsequent tabulation.

Tabulation of Ratings

In Table LVI which follows are shown the mean ratings given to each of the statements by each of the sub-groups. Also shown is a mean score for each statement; this score was computed by ascribing a value of "+2" for each committee member's rating of "strong agreement," "+1" for "agreement," "0" for "uncertainty," "-1" for "disagreement," and "-2" for "strong disagreement." The total score given each of the fifty-three statements was then divided by the actual number of raters of that statement.

Table LVI
MEAN RATINGS GIVEN TO STATEMENTS OF ISSUE
BY SUB-GROUPS OF ADVISORY COMMITTEE

Statement	Ratings Given by Groups*					Mean Score
	I	II	III	IV	Total Com.	
1. Participation in Work Experience Education should be open to both college-preparatory and non-college-preparatory high school students.	SA	SA	SA	SA	SA	+ 1.75
2. A major purpose of Work Experience Education is to provide the high school student with an opportunity for vocational exploration in relation to his educational planning.	SA	SA	SA	SA	SA	+ 1.58
3. School personnel should make continuing efforts to upgrade the quality of employer instruction of students in Work Experience Education Programs.	A	A	SA	SA	SA	+ 1.50
4. A major purpose of Work Experience Education is to provide high school students with an opportunity to gain occupational information.	A	A	SA	A	A	+ 1.34
5. A major purpose of Work Experience Education is to provide high school students guidance in their choosing of a career.	SA	A	A	SA	A	+ 1.24
6. Participation in Work Experience Education should be one of the elective courses in the high school.	A	SA	SA	A	A	+ 1.20
7. A major purpose of Work Experience Education is to add to the general education of high school students — i.e., that education which is needed for effective living and good citizenship.	A	A	SA	A	A	+ 1.17
8. Participation in Work Experience Education is just about as likely to be of value to dull or slow-learning high school pupils as to average or bright ones.	SA	A	A	A	A	+ 1.06
9. No high school student should be denied participation in Work Experience Education on the basis of his grades in his other courses.	A	A	A	U	A	+ .85
10. Work Experience Education Programs should be initiated with only those employers who have facilities and time to provide students opportunities for learning comparable to those provided in regular high school curriculum offerings.	A	A	U	A	A	+ .75
11. A high school student who enrolls in Work Experience Education for credit should be allowed to take it instead of any non-academic course of equal credit such as business education, home economics, art, music, and auto shop.	A	A	A	U	A	+ .74
12. In Work Experience Education more emphasis should be placed on general education values than on specific vocational values.	A	A	U	A	A	+ .72
13. Pay for participation in Work Experience Education may include both high school credit and monetary wages.	A	A	A	U	A	+ .67
14. A high school student who enrolls in Work Experience Education should be allowed to take it in place of such extra-curricular activities as athletics, orchestra, band, and various school clubs.	A	U	A	U	A	+ .59
15. School Coordinators of Work Experience Education Programs should have counseling training as a basic part of their preparation.	U	A	U	A	A	+ .58
16. The use of the term Work Experience Education should be used to describe both credit and non-credit (pay programs).	A	A	U	D	U	+ .48
17. Any employer willing to take a student for a job should have students referred to him on the basis that work in itself provides learning comparable to that gained in regular curricular offerings.	A	U	U	A	U	+ .37
18. The use of the term Work Experience Education may properly be used to describe any kind of student employment, pay or non-pay, credit or non-credit, during school hours or outside of school hours.	A	A	A	D	U	+ .27

CHAPTER IX — ADVISORY COMMITTEE RATINGS OF SELECTED ISSUES REGARDING THE PROGRAM

Table LVI (continued)

Statement	Ratings Given by Groups*				Total Com.	Mean Score
	I	II	III	IV		
19. The earning of money by a high school student even for automobile purchasing or operating expenses is a legitimate objective of his participation in Work Experience Education.	A	U	U	U	U	+ .21
20. More complete records must be kept by the school for students who are enrolled in Work Experience for credit than for students who are not seeking credit for such experience.	A	D	U	U	U	+ .17
21. In high schools offering both credit and non-credit Work Experience Education Programs, clear distinctions between these programs should be maintained.	U	U	U	A	U	+ .17
22. Participation in Work Experience Education should be denied to a high school student who wants to use it primarily to earn money to buy or operate an automobile.	U	U	U	A	U	+ .11
23. In a rural area where long distances and transportation difficulties exist, a high school student should be permitted to spend one entire school day per week instead of one hour per day in Work Experience Education.	U	U	U	U	U	0
24. A major purpose of Work Experience Education is to provide high school students with an opportunity to develop an actual vocational skill.	U	D	U	U	U	- .10
25. High school students who are enrolled in Work Experience for credit must be more carefully supervised by the school representative than those students who are not seeking credit for such experience.	A	D	U	D	U	- .10
26. The time which students spend in Work Experience Education for high school credit should be limited to hours which fall within the regular school day (not after-school hours).	U	U	D	U	U	- .11
27. The use of the term Work Experience Education should be limited to those programs in which the student receives school credit.	D	D	U	A	U	- .11
28. School Coordinators of Work Experience Education Programs should have had two years of business experience with personnel responsibilities (selection and placement of employees), as a basic part of their preparation.	U	D	U	U	U	- .14
29. To prevent confusion of credit and non-credit programs, a new term such as Non-Credit Work Program (rather than Work Experience Education) should be used when referring to all aspects of the present program which involve no credit toward graduation from high school.	D	U	U	A	U	- .14
30. Students should not be excused a day a week from their high school classes in order to participate in Work Experience Education — even in a rural area where problems of distance and transportation exist.	U	U	U	U	U	- .15
31. A major purpose of Work Experience Education is to place high school students in part-time jobs which may later become full-time jobs.	U	D	U	D	U	- .24
32. Pay for participation in Work Experience Education should be limited to the giving of credit toward high school graduation, with no monetary pay involved.	U	D	D	A	U	- .25
33. Having experience as a high school teacher and having an interest in student employment should suffice as basic requirements for employability as a Work Experience Education Program Coordinator; experience as a high school counselor is not essential.	A	D	U	D	U	- .25
34. School time spent by a student on participation in Work Experience Education should be limited to a maximum of two hours per day.	D	D	U	U	U	- .29

continued next page

Table LVI (continued)

Statement	Ratings Given by Groups*					Mean Score
	I	II	III	IV	Total Com.	
35. Qualifications for employment as a Work Experience Education Program Coordinator should include <i>Pupil Personnel Services Credential</i> certification — as already is the case for school counselors.						
36. In Work Experience Education more emphasis should be placed on <i>specific vocational values</i> than on <i>general educational values</i> .	A	U	D	U	U	— .32
37. The term <i>Work Experience Education</i> should be used to describe work programs pursued during <i>school hours only</i> .	A	D	D	U	U	— .40
38. The use of the term <i>Work Experience Education</i> should be limited to those programs which are <i>exploratory</i> and for which <i>no pay</i> is received.	D	U	D	U	U	— .42
39. A high school student who enrolls in Work Experience Education for credit should be allowed to take it instead of an <i>academic course of equal credit</i> , such as English, foreign language, mathematics, science, or history.	D	D	D	U	D	— .70
40. Participation in Work Experience Education should be open only to those high school students who are <i>maintaining a "C" grade average or better</i> in the other courses they are taking.	D	U	U	D	D	— .77
41. High school students who own automobiles should be permitted to participate in Work Experience Education only for credit but <i>not for wages</i> .	D	D	SD	U	D	— .82
42. A <i>regular school course in occupational information</i> would be <i>more useful for college-preparatory students</i> than experience on a job through Work Experience Education.	U	D	D	D	D	— .82
43. Participation in Work Experience Education is <i>more likely to be of value to bright or gifted</i> high school students than to dull or slow-learning ones.	D	D	D	D	D	— .89
44. Pay for participation in Work Experience Education should be limited to the giving of <i>monetary wages</i> , with no high school credit involved.	D	SD	D	D	D	— 1.10
45. <i>School time</i> spent by a student on participation in Work Experience Education should be limited to <i>one hour per day</i> .	U	D	D	SD	D	— 1.17
46. Participation in Work Experience Education should be <i>required of all students</i> for graduation from high school.	D	D	D	U	D	— 1.29
47. The <i>time</i> when students participate in Work Experience Education should be limited to <i>after-school hours</i> .	D	D	D	SD	D	— 1.31
48. Participation in Work Experience Education should be open only to those high school students who are <i>maintaining a "B" grade average or better</i> in the other courses that they are taking.	D	D	D	D	D	— 1.37
49. Participation in Work Experience Education is <i>more likely to be of value to dull or slow-learning</i> high school students than to bright or gifted ones.	D	D	SD	D	D	— 1.39
50. When a school provides a Work Experience Education Program, it <i>duplicates</i> a service provided by other agencies and necessarily <i>neglects</i> a function for which it is solely responsible.	D	SD	SD	SD	D	— 1.41
51. Participation in Work Experience Education should be limited to those high school students who <i>will not be able to qualify for college entrance</i> .	D	D	SD	SD	SD	— 1.58
52. Participation in Work Experience Education should be limited to those high school students <i>who will be able to qualify for college training</i> .	D	SD	SD	SD	SD	— 1.72
53. Work Experience Education opportunities should be open <i>only to students who are in financial need</i> .	SD	SD	SD	SD	SD	— 1.75
	SD	SD	SD	SD	SD	— 1.96

*I — Laymen, II — County Office, III — Southern County Educators, IV — Northern County Educators

Chief Similarities and Differences in Sub-group Ratings

Statements of point of view concerning which there was greatest similarity among opinions held by the four sub-groups (laymen, County Office educators, southern county educators, and northern county educators) of the Advisory Committee included eight statements with which all groups either "strongly agreed" or "agreed," ten statements with which they all "strongly disagreed" or "disagreed," and two statements about which all were "undecided."

The following statements are those with which all groups either "strongly agreed" or "agreed:"

1. Participation in Work Experience Education should be open to *both college-preparatory and non-college-preparatory* high school students.
2. A major purpose of Work Experience Education is to provide the high school student with an opportunity for *vocational exploration* in relation to his educational planning.
3. School personnel should make continuing efforts to *upgrade the quality of employer instruction* of students in Work Experience Education Programs.
4. A major purpose of Work Experience Education is to provide high school students with an opportunity to gain *occupational information*.
5. A major purpose of Work Experience Education is to provide high school students guidance in their *choosing of a career*.
6. Participation in Work Experience Education should be one of the *elective* courses in the high school.
7. A major purpose of Work Experience Education is to add to the *general education* of high school students — i.e., that education which is needed for *effective living and good citizenship*.
8. Participation in Work Experience Education is just

about as likely to be of value to dull or slow-learning high school pupils as to average or bright ones.

The statements below are those with which all groups either "strongly disagreed" or "disagreed:"

1. Work Experience Education opportunities should be open only to students who are in *financial need*.
2. Participation in Work Experience Education should be limited to those high school students *who will be able to qualify for college training*.
3. Participation in Work Experience Education should be limited to those high school students *who will not be able to qualify for college entrance*.
4. When a school provides a Work Experience Education Program, it *duplicates* a service provided by other agencies and necessarily *neglects* a function for which it is solely responsible.
5. Participation in Work Experience Education is *more likely to be of value to dull or slow-learning high school students than to bright or gifted ones*.
6. Participation in Work Experience Education should be open only to those high school students who are *maintaining a "B" grade average or better* in the other courses that they are taking.
7. The *time* when students participate in Work Experience Education should be limited to *after-school hours*.
8. Participation in Work Experience Education should be *required of all* students for graduation from high school.
9. Participation in Work Experience Education is *more likely to be of value to bright or gifted high school students than to dull or slow-learning ones*.
10. A *regular school course in occupational information* would be *more useful for college-preparatory students* than experience on a job through Work Experience Education.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

The purposes of the study reported in this monograph were (1) to describe the nature of the Work Experience Education Program in the five high school districts of Santa Barbara County, (2) to evaluate the purposes, procedures, and outcomes of the program, (3) to identify problems and issues, as well as strengths, in the program, and (4) to recommend some basic principles which should provide guidance for the continuation of this program and the development of a similar program in other high school districts.

Findings relative to the first three purposes of the study are reported in Chapters I through IX of this monograph, and the most pertinent of these findings are incorporated in this chapter as supporting evidence of the conclusions stated. Following the statements of conclusion, recommendations — related to the fourth purpose of the study — are presented.

Some of the conclusions stated were based on the opinions expressed by the following groups in personal interviews or in response to questionnaires: principals of the five high schools offering the program, parents (N=123) whose sons or daughters had taken part in the program and had graduated from high school in 1959, teachers (N=130) who had completed at least one year of experience in the high schools of Santa Barbara County, employers (N=100) who had represented all of the communities of the county and who had employed students in the Work Experience Education Program, former students (N=146) who had taken part in the program and had graduated from high school in 1955 or 1956.

Additional conclusions were based on the results of statistical tests of the tenability of null hypotheses which had been formulated with regard to differences between former student participants and non-participants in the program. In this part of the study 1,131 subjects were used; 320 had taken part in the program (for credit) while in high school, and 811 had not; 378 of the subjects had graduated from high school in 1955 or 1956, and 753 had graduated in 1959.

The remainder of the conclusions were based on the observations and opinions of the research team members who carried on the study of the Work Experience Education Program.

CONCLUSIONS

To the extent that the findings of this study are valid, the following conclusions seem to be justified:

1. The Work Experience Education Program in the high school districts of Santa Barbara County is extensive, successful, and of much value.

Extensiveness of Program

During the years from 1953 to 1960 approximately one-fourth of all the graduates from the participating high schools located in Carpinteria, Lompoc, Santa Barbara, Santa Maria, and Santa Ynez high school districts of Santa Barbara County had taken part in the Work Experience Education Program for an average of about 10 semester periods of school credit while they were in the eleventh and twelfth grades.

The total number of students enrolled in the program for school credit during a given semester reached 325 in the Spring Semester of 1960 (not including 50 students enrolled in the program at San Marcos High School, a new school in the city of Santa Barbara). In addition to that number, 116 students were enrolled during the semester in the "non-credit" Work Experience Education Program of two of the five high schools. The latter group made up approximately 8 percent of the junior and senior classes in the two schools.

Many more girls than boys took part in the program for credit, the percentage of girls ranging from 65 percent in 1955-56 to 56 percent in 1960. In the non-credit program 50 percent of the participants were girls, and 50 percent were boys.

Two-thirds of the students who took part in the program for high school credit did not earn any monetary pay for their participation, but one-third of them gained credit and earned pay for their work in the program. The latter group worked twenty hours a week "on the job" to earn five semester periods of school credit, whereas the "non-pay" group worked ten hours a week "on the job" to earn five semester periods of credit. The average amount of credit earned by students through participation in the program was 11.58 semester periods for boys and 8.95 semester periods for girls.

The jobs held by students in the credit program ("pay" and "non-pay") ranged from assisting doctors, lawyers, teachers, and nurses to helping janitors and gasoline service station attendants. Most of the "non-pay" jobs (in Exploratory Work Experience Education) held by students were in professional fields; and most of the "pay" jobs (in General Work Experience Education) were in clerical, sales, or mechanical fields; but there were notable exceptions to these generalizations. "Non-pay" jobs were much more frequently held by girls than by boys, and "pay" jobs were much more frequently held by boys than by girls.

Purposes of Program

Seventeen purposes were attributed to the Work Experience Education Program by the principals of the five

high schools involved in this study. The purposes, ranging from the facilitation of vocational guidance and occupational exploration to the development of better personality and poise on the part of the student participants in the program, were the following — listed in rank order of ratings by the principals:

- 1.5 To gain knowledge and attitudes necessary for successful job performance
- 1.5 To explore the fields in which occupational interest lies and to determine suitability for those fields
- 4.5 To make wiser career choices
- 4.5 To make progress toward chosen occupational goals
- 4.5 To learn to assume greater responsibility
- 4.5 To develop more appreciation and understanding of the relationship between formal education and job success
- 7.5 To develop better understanding of the meaning of work
- 7.5 To broaden understanding of the occupational world and of working conditions in the world of work
- 10.0 To learn what employment entails
- 10.0 To learn how to get along with fellow workers and employers
- 10.0 To make better school adjustment and avoid drop-out
- 13.0 To develop better personality and more poise
- 13.0 To develop better understanding of the community
- 13.0 To make the transition from school to work
- 16.0 To acquire better work habits
- 16.0 To augment financial resources
- 16.0 To develop more appreciation of the value of wages

Place of Program in Curriculum

More than 95 percent of the parents, teachers, and students whose opinions were obtained considered the program to be of "much" or of "some" value; and an average of less than 2.5 percent of these groups of respondents believed that the program was of "little or no" value. Furthermore, great majorities of the respondents (98 percent of the parents, 83 percent of the teachers, 100 percent of the principals, and 90 percent of the employers) considered the program to be an "essential" or "useful" part of the total school curriculum.

It is quite probable that no other aspect of the total programs in these high schools — academic, non-academic, or extra-curricular — could have received

such overwhelming and enthusiastic support from laymen, educators, and students as did the Work Experience Education Program in this evaluative study.

Student Benefits from Program

Based on the opinions expressed by four groups of respondents — parents, teachers, employers, and students — the following purposes of the Work Experience Education Program were those which were most often achieved by student participants in the high school districts of Santa Barbara County (listed in order of average rankings by the groups of respondents):

1. To learn what employment entails
2. To gain knowledge and attitudes necessary for successful job performance
3. To develop better understanding of the meaning of work
4. To learn to assume greater responsibility
5. To learn how to get along with fellow workers and employers
6. To explore the fields in which occupational interest lies and to determine suitability for those fields
7. To acquire better work habits
8. To make wiser career choice

School Benefits from Program

All of the principals and more than half of the teachers whose opinions were obtained expressed the belief that the high schools of Santa Barbara County gained several benefits as a result of their having the Work Experience Education Program. Chief among those benefits were the following, listed in order of rankings by the teachers:

1. Provides assistance in occupational guidance
2. Develops good school-community relations
3. Acquaints employers with the work that young people trained in the schools can perform
4. Utilizes many community facilities and resources for training purposes and thus makes it possible for the school to provide training in fields that the school program could otherwise not serve
5. Provides an opportunity for the school to relate academic training to job requirements
6. Provides a direct avenue through which the school can meet community needs
7. Increases the school's ability to hold students in school for a longer period of time

Although almost one-half of the teachers said that the Work Experience Education Program had "no effect" on their courses, 45 percent of them reported that the program had at least "some" effect. The effects on their courses most often noted by teachers were these:

1. Provides some topics or problems for discussion
2. Provides motivation for additional interest in my course(s)
3. Provides basis for more use of related community resources

Employer Benefits from Program

According to opinions expressed by employers with whom students in the Work Experience Education Program had been placed, the greatest benefits of the program to the employers themselves were those listed below, in order of rankings by the employers:

1. Helped train future full-time employees
2. Made available a valuable and carefully selected labor supply, and implemented recruitment from it
3. Improved public relations
4. Resulted in improved office procedures
5. Resulted in improved production methods
- 6.5 Reduced costs resulting from excessive turnover
- 6.5 Improved morale in the firm

In the attainment of these objectives through the employment of youth in the program, the employers reported that they had had complete support and cooperation from labor unions and governmental agencies.

Non-interference of Program with Regular School Work

More than four-fifths of the former participants in the Work Experience Education Program said that their participation had interfered neither with their other courses in high school nor with their extra-curricular activities; 11 percent said that extra-curricular activities were interfered with; and only 2.1 percent said that other school subjects suffered.

A study of students' cumulative records in the high schools revealed no differences which were significant at the 5 percent level between program participants and non-participants in the mean numbers of semester periods of either academic or non-academic subjects completed in high school. It was found, also, that even if the participants had not been given credit for work in the program, the males would have earned an average of 22.3 more semester periods of subject credit than are normally required for high school graduation, and the females would have earned an average of 29.8 more semester periods of credit than required.

These findings supported the participants' claim that work in the program was, on the average, not carried on at the expense of other subjects but that it was carried on over and above a normal load of regular course enrollment and activity. For some students, part of the time given to Work Experience Education was taken from "free" school periods; for some, part of the time was

taken from extra-curricular activities; for some, part of the time was taken from elective non-academic subjects; but for very few was any time given to the program which otherwise would have been given to academic subjects.

Favorable Comparison of Participants in Program with Non-participants

Based on a follow-up study of 1,131 graduates from the high schools of Santa Barbara County, of whom 320 had taken part in the Work Experience Education Program (for credit) while in high school and 811 had not, it was found that male participants in the program slightly excelled male non-participants in such factors as total semester periods of academic subjects completed in high school; semester periods of science, mathematics, business education, and shop completed in high school; socio-economic level; satisfaction with present job; weekly salaries earned in post-high school employment; grade-point averages earned in college; years of non-college post-high school training completed; agreement of high school interest-inventory scores with fields of occupational choice at time of high school graduation; agreement of interest-inventory scores with fields of occupations presently held; and in incidence of marriage within three or four years after graduation from high school. These differences, however, were not statistically significant at the 5 percent level of confidence.

It was found also that female participants in the program slightly excelled female non-participants in such factors as grade-point averages earned in high school; socio-economic level; semester periods of social studies, mathematics, English, and business education completed in high school; total semester periods of subjects completed in high school; satisfaction with job presently held; weekly salaries earned in post-high school employment; years of non-college post-high school training completed; agreement of interest-inventory scores with fields of occupational choice at time of high school graduation; and agreement of interest-inventory scores with fields of occupations presently held. These differences, however, were all found to be without statistical significance at the 5 percent level of confidence.

The only differences found to be statistically significant at the 1 percent to 5 percent level of confidence were between *female* participants and non-participants in the program. These differences were in the following factors:

1. Intelligence quotients (higher for participants)
2. Agreement of levels of occupational choices made at time of high school graduation with levels of occupations presently held (higher for participants)
3. Incidence of college-potential students who entered college (higher for non-participants)
4. Incidence of marriage within three to four years after graduation from high school (higher for non-participants)

Among the other differences found between former participants and non-participants in the program was the difference in percentages of the former students in both groups who reported receiving, while in high school, the kinds of help which were considered to be objectives of the Work Experience Education Program. Much higher percentages (by 20 percent or more) of participants than of non-participants said that they had received the following kinds of help:

1. To broaden understanding of the occupational world and of working conditions in the world of work
2. To make the transition from school to work
3. To learn what employment entails
4. To make progress toward chosen occupational goals
5. To explore the fields in which occupational interest lies and to determine suitability for those fields
6. To develop understanding of the meaning of work
7. To develop better personality and more poise
8. To augment financial resources
9. To develop understanding of the community

Another difference found between participants and non-participants was in the sources of the vocational guidance which they reported that they had received while they were in high school. Chief sources reported by participants were (1) Work Experience Education Program, (2) regular school subjects, and (3) parents and friends; and chief sources reported by non-participants were (1) parents and friends, (2) regular school subjects, and (3) part-time jobs — not related to the program.

Outstanding Strengths of Program

The most outstanding strength of the program in Santa Barbara County, in the research staff's judgment, has been the high quality of its leadership — both lay and professional. The amount of time, effort, and wise counsel provided by lay members of the advisory committee has exemplified the very best kind of community interest in the education of its youth. The fact that the splendid services of these lay leaders were given without any remuneration whatsoever is particularly worthy of note. Without this kind of interest, support, and assistance, it is most unlikely that the program could have gained its amazing acceptance and approval by parents, business men, labor unions, professional groups, and other members of the community.

Most impressive also has been the kind of leadership given to the program by such educators as the county superintendent, the district superintendents, the high school principals, the guidance personnel, the consulting director of the project, and the program directors and coordinators. The dedicated efforts of a number of these leaders have been largely responsible for the development

of a program which has earned the favorable attention of laymen and educators alike throughout the United States and many foreign countries.

Another outstanding strength of the program has been the extensiveness of its use of community resources. Banks, libraries, hospitals, medical offices, law offices, publishing offices, pharmacies, retail stores, automobile service shops, and literally hundreds of other community facilities have supplemented school classrooms as centers of some very important functions of education. Thus, millions of dollars worth of such facilities, plus the immeasurably valuable human resources afforded by the employers, have been made a part of the educational program of the Santa Barbara County High School districts. These excellent, up-to-date, varied facilities and resources could not be financed by means of school budgets; but even if they were, much would be lost in terms of the good school-community relations and understandings which have been resulting from the Work Experience Education Program.

A third great strength of the program has been its contribution to the dignifying of work. The cooperation of community and school leaders in the development of the program has provided students with assurance that education about work and experiences in work were considered important in the development of mature and effective citizenship. The granting of school credit for participation in the program has given them further evidence that well-selected, well-planned, and well-supervised experiences in real jobs were valued just as highly as educational experiences which are carried on exclusively within classrooms of a high school.

Furthermore, the initiation into the world of work has provided students with new insights regarding the nature of human relations on the adult level as well as regarding the nature of our economic system; and in many instances it has added to their sense of being an important part of their community with both the opportunity and responsibility for making their own best contributions to society whether it be on the professional or unskilled-labor level.

For the above reasons, and doubtless many other related ones, the Work Experience Education Program has apparently contributed a great deal to the "status" of work in the minds of students, and their general enthusiasm for the program has strongly reflected their "healthy" attitudes toward vocational aspects of life.

2. *There are some shortcomings or deficiencies in the present Work Experience Education Program.*

Insufficient Conformance with State Requirements and Recommendations

It was found that although the program did generally comply with the requirements stipulated in the *California Administrative Code*, it was not in full compliance with its provisions for classification of students in the program and, in some schools, with provisions that credit must be given in each of these classifications.

It also fell short of the "spirit" of the *Code* with regard to the amount of school supervision to be provided students.

Most of the recommendations made in Tyler's *Report of the Study of Work Experience Education Programs in California High Schools and Junior Colleges* (July, 1956) were found to be fully conformed with in the Santa Barbara County high school districts. In one or more of the high schools, however, the following recommendations were violated: that assignments to program coordinators should not exceed 50 students in the "exploratory" program or 72 students in the "general" work experience education program, that substantial amounts of well-qualified secretarial service — commensurate with the needed volume of work — should be provided program coordinators, that the program should consist of classroom activity and of part-time employment which is viewed as the laboratory portion of such school activity, and that the program should be administered through the guidance department of the school.

With regard to the evaluative questions raised in the *California Handbook on Work Experience Education* (May, 1959), it was found that most of them could be answered in the affirmative for the program in Santa Barbara County. Among the questions which had to be answered largely in the negative, however, were those which were concerned with the amount of on-the-job supervision by school personnel and with the adequacy of record keeping, evaluation, organization of students' learning experiences in the program, and correlation of the program with classroom instruction.

Negative Criticisms Made of Program by Respondents to Study

Although overwhelming and enthusiastic support of the program was found on the part of the great majority of parents, teachers, employers, and students, a few "complaints" were voiced by some members of each group.

Fewer criticisms of the program were made by parents than by any of the other groups. A very small number of the parents, however, expressed their belief that some employers did not "live up to their promises" or that they "didn't pay high enough wages to the students working for them." An even smaller number thought that something was wrong with the school's management of the program because their children had not been placed in jobs even though such placement had been requested by both the children and their parents.

Almost no strong negative criticisms were made by school counselors, and few such criticisms were made by teachers of non-academic subjects; but a number of complaints came from teachers of academic subjects. Among their comments were those to the effect that the program "interferes with school work," that it leads to an over-interest in "getting a pay check now," that it has become "the tail that wags the dog" and controls the whole school schedule, that it permits some poor "placements" of pupils in jobs and thus contributes to undermining good public relations with employers (To the

contrary, 77.6 percent of the teachers said that the program "develops good school-community relations," and 76 percent of the employers reported that the program "resulted in their better understanding of the school and closer relation with it."), and that in some instances it serves lazy students as an escape from good hard work in solid school subjects (However, 70 percent of the students reported that participation in the program required as much or more time and effort per semester period of credit than regular school subjects, and participants in the program were found to have taken no fewer "solid" subjects than non-participants did).

Few negative criticisms of the program were expressed by employers; and those which they did make were, without exception, directed against a small number of students whose attitudes or behaviors were considered to be less than desirable. They said that such students were interested overly much in the pay check, that they lacked sufficient responsibility, that they tried to avoid unpleasant aspects of their jobs, and that they lacked adaptability. Such criticisms were more frequently made of students who were in the program for "pay" than of those who were in it for credit only.

Critical comments made by students who had taken part in the program were almost invariably in the form of recommendations for its improvement. The few negative expressions which they did make were to the effect that "some kids goofed off" while in the program and, worse still, weren't "caught at it" and that in some instances the work experience was merely a "lark" permitting a waste of time and "rewarded with easy credit." There was also some "griping" by the students concerning the inappropriate nature of their job assignments and concerning the "difficult personalities" of their employers. Sharp criticism was also directed by them against certain teachers who "apparently failed to understand the values of the program and who seemed deliberately to interfere with its success."

Chief Deficiencies in Program

The deficiency in the present program most clearly identified by the research staff was in the amount of supervision provided by school representatives to students on their jobs. Although it was found that almost 20 percent of the student participants in the program reported being visited on the job by a school coordinator at least once each month, 43.8 percent of them said that they had no such on-the-job visits at all, and 13 percent stated that they had been visited on the job only at the time of their placement. To the extent that these reports were accurate, there have been serious violations of policies which earlier had been formulated with regard to the matter of on-the-job supervision by school personnel.

Further evidence that many students in the program were not given enough supervision by school representatives was found in the fact that 26 percent of the employers rated such supervision "inadequate" or "barely adequate." These low ratings were given in spite of the fact that the relatively rare on-the-job visits by coordinators had been supplemented by their telephone calls

and personal discussions with the employers. Essential and useful as the latter procedures are, they could hardly be expected to completely supplant the visitation of students.

Reasons for the failure of program coordinators to pay at least two on-the-job supervisory visits per semester to each participant appeared most frequently to be lack of time on the part of the coordinator because of the heaviness of his load. In some instances, however, the problem was further complicated by the fact that the students worked on jobs during the evening or weekends when the coordinators were not "on duty."

The insufficiency of relationship between the job experiences and school experiences was also clearly recognized as a weakness in the program. It was found, for example, that 50 percent of the employers believed that closer relationships should exist between school courses and work experience jobs, and they recommended that either special classes for Work Experience Education Program students be organized or that present courses be modified to include material of greater value to these students.

Similarly, 85 percent of the students expressed the opinion that there should be greater correlation of the Work Experience Education Program with the remainder of the curriculum. Their chief proposals of means to accomplish this goal were that special classes be offered to students in the program, that "related units" be introduced in other subjects, and that clubs and conferences be organized for participants.

A third weakness in the program — the relatively small extent to which members of the guidance staff were involved in helping students make vocational choices — was especially evidenced in the finding that fewer than 25 percent of the students (both participants and non-participants in the program) reported the school counseling program to be a source of vocational guidance. It is rather generally recognized that guidance personnel have unreasonably heavy counseling assignments, and that may account for the apparent negligence in helping students make one of the basic choices of their lives — the choice of a career. Whatever may be the reasons for this shortcoming, it must be overcome if the Work Experience Education Program, as well as the total educational program, of the high schools is to be further improved.

The fourth marked weakness found in the program was the lack of clear distinction between participation in it for "pay" and participation in it for "pay" and "credit." Some students, for example, did not know whether or not they had been given school credit for their work experience. Also, a number of employers didn't know who of the students engaged by them got credit at school and who did not. This kind of confusion did not exist, of course, in school districts where only the Exploratory Work Experience Education Program (for which no pay but only credit was given) was offered.

There was even confusion as to who was in the program and who was not. It appeared that most students

who had obtained part-time employment without any help from school personnel did not expect school credit for the experience and, therefore, did not request it; but some other students who had also obtained part-time jobs entirely on their own got school credit for it merely by reporting the employment (in a few instances even months after it was terminated) to the school officials.

It also appeared that some coordinators considered every student who had acquired a work permit to be in the Work Experience Education Program, and the policies governing the giving or withholding of credit to students with part-time jobs were not sharply drawn. These coordinators seemed not to have made a clear distinction between part-time "non-program" employment and participation in the General Work Experience Education Program (for pay and credit).

If credit is to be given for work experience in the same manner that it is given for other subjects in the curriculum, it would seem only reasonable that school personnel should be extensively involved in the planning, supervising, and evaluating of the experience. Conversely it would seem indefensible to give credit for any such experience when school personnel are not involved in its planning, supervision, and evaluation. It follows, then, that any confusion of credit and non-credit aspects of the program constitutes a serious weakness in the administration of the program.

3. There is much similarity in the recommendations made by various groups for improving the Work Experience Education Program in Santa Barbara County high school districts.

Based on replies to specific questions, on "free-response" comments, and on results of personal interviews, it was found that parents, teachers, employers, and students had a number of recommendations to make for improving the Work Experience Education Program of the high schools in Santa Barbara County. There was considerable overlapping of the recommendations made by members of these four groups, and in no instance were the recommendations that were made by one group found to be in disagreement with the recommendations made by any other group.

Parent Recommendations

The chief recommendations made by parents were the following:

- a. Continue and, if possible, expand the program.
- b. Increase the amount of supervision by school personnel.
- c. Involve in the program only those employers who have a sincere and intelligent interest in its purposes.

Teacher Recommendations

Recommendations most frequently made by teachers were these:

- a. Continue and up-grade the program.

- b. Coordinate the program more fully with the school guidance service and with the California Department of Employment service.
- c. Correlate more fully the work done by students on the job with work they do in school.
- d. Provide a greater amount of supervision by school personnel of students' work on-the-job.
- e. Place the students in only those jobs in which they have an interest and from which they can gain planned learning experiences.
- f. Provide program coordinators with more clerical assistants, office space, and transportation facilities; or reduce the number of students in the program for credit if such additions are not possible.
- g. Arrange periodic (probably monthly) meetings of all students who are in the program for credit.
- h. Provide students more and earlier orientation to the program, beginning no later than the first semester of the tenth grade.
- i. Involve a representative of the teachers in local advisory committees for the program in each of the high schools.
- j. Carry on a continuous program of informing parents, teachers, and employers about the program and its achievements through the use of periodic bulletins, special meetings, and other appropriate means.

Employer Recommendations

Employers of students in the program made the following recommendations most frequently:

- a. Continue and expand the program.
- b. Provide more supervision of student participants by school coordinators.
- c. Screen students more effectively before placing them on jobs.
- d. Keep employers better informed about the purposes and scope of the program and make certain that they know exactly what is expected of them.
- e. Provide students more "school preparation" for "on-the-job" experiences, and place additional emphasis on the students' responsibilities to their employers.
- f. Organize special classes or clubs at school for students who are participating in the program.

Student Recommendations

Recommendations most frequently made by former students who had taken part in the program when they were in high school were these:

- a. Continue and improve the program.

- b. Begin the program earlier and provide orientation to it no later than at the beginning of the tenth grade.
- c. Provide more school supervision and guidance of students in the program.
- d. Arrange periodic group conferences and meetings of program participants.
- e. Organize special classes or clubs (or both) for students who are in the program.
- f. Develop better understanding and greater support of the program by faculty members.

4. *Although there is much agreement among members of the Advisory Committee regarding numerous "issues" involved in the program, several of the issues are still unresolved.*

General agreement was found among members of the Advisory Committee of the Work Experience Education Program concerning most issues which were identified in the course of the evaluative study. Such agreement was found, for example, with regard to the following points of view: that the program should continue to be open to both college-preparatory and non-college-preparatory students; that the program should continue to serve the needs of all pupils — the dull or slow-learning, the average, and the gifted; that major purposes of the program should continue to include the enrichment of general education, the provision of occupational information and exploration, and the assistance of students in the choosing of a career; and that a regular high school course in occupational information should not supplant the Work Experience Education Program — even for college-preparatory students.

Some basic questions on which there was found to be considerable disagreement, however, among the Advisory Committee members were these:

- a. Should high school credit only, monetary pay only, or both credit *and* pay be given students who take part in the program?
- b. Should students who take part in the program for school credit be more carefully supervised than those who are in it for no credit?
- c. Should more complete records be kept for students who take part in the program for credit than for those who are taking it for no credit?
- d. Should program coordinators be required to hold the kinds of credentials already required for school counselors?
- e. Which should receive the greater emphasis in the program — the objectives of general education or the objectives of vocational education?
- f. Should the term "Work Experience Education" be used in reference to only that part of the program which involves high school credit or should it be used also in reference to non-credit aspects of the program?

g. Should students in rural areas, where long distances and transportation problems present difficulties, be permitted to be absent from school one entire day each week in order to participate in the Work Experience Education Program?

Opinions held by the evaluative study staff with regard to the above questions are indicated in the recommendations which follow.

RECOMMENDATIONS

Based on the conclusions reached in this evaluative study, the research staff recommends that the following principles be adhered to in the continuation of the Work Experience Education Program of the Santa Barbara County high school districts and in the initiation of such a program in other high school districts:

1. Advisory committees should be organized in each high school district which has, or is initiating, a Work Experience Education Program.

The membership of the district advisory committee should include both laymen and professional educators. The laymen should be community leaders who represent labor, business, industry, agriculture, and other similar groups. The professional educators should include the superintendent, principal, program coordinator, director of guidance, and at least one teacher. A representative of the State Department of Employment and the county school office should also be included on the committee.

The primary function of this committee should be the determination of the philosophy, objectives, and policies which govern the program. It should also serve as a liaison group between the school and the community. Continuous evaluation of the program should likewise be a concern of the committee.

Meetings of the local advisory committee should be held at least once each semester, and inactive members of the committee should be replaced whenever such inactivity appears likely to persist.

2. The services of a county-wide advisory committee should be utilized.

Whenever several high school districts within a county are carrying on a program, a county advisory committee should be organized to serve in the coordination of the programs of the various districts and to advise representatives of the districts with regard to matters of policy. Guidance should also be given by the county committee in evaluating and improving the programs of the local districts.

Membership on the county committee should include representative community leaders (as in local districts), the county superintendent of schools, superintendent of each participating school district, high school principals, directors of guidance, directors of the program, appropriate county school office personnel, a member of the State Department of Employment, and representative teachers selected from the district advisory committees.

At least one meeting of the county advisory committee each semester should be held, and members should be retained on the committee only as long as they are active.

The organization and operation of the Santa Barbara County Advisory Committee should serve as a pattern for other counties. As stated in the conclusions, this committee has provided outstanding leadership, counsel, and other service in the organization, development, evaluation, and improvement of the Work Experience Education Program in the high school districts of this county.

3. Program development and operation should be guided by code regulations and by recommendations based on careful study.

State, federal, and local code regulations must, of course, be followed to the letter in any program, and adherence to the spirit of those regulations is equally important. In addition, recommendations based on extensive and careful study should serve as guides to the development and improvement of each program. It is the opinion of the research staff, that the most comprehensive and useful source of such recommendations available at this time is the *California Handbook on Work Experience Education*, the preliminary edition of which was published by the California State Department of Education in May, 1959.

4. The term "Work Experience Education" should be used only in reference to a program in which students participate for school credit or for school credit and pay.

Non-curricular, non-credit work activities of students must not be considered a part of any Work Experience Education Program. In fact, the *California Administrative Code* (Article 13.1, Section 115.22) specifies that the school district shall grant credit for the satisfactory completion of work under each of the three classifications of the Work Experience Education Program — (a) Exploratory Work Experience Education, (b) General Work Experience Education, and (c) Vocational Work Experience Education.

Immediate steps should be taken in Santa Barbara County to discontinue the practice, now common in two high school districts, of considering some students who are engaged in non-credit work activity as being participants in the Work Experience Education Program. Such practice is clearly in violation of Code stipulations.

Although students who are served by the school only to the extent of being "placed" in a job or of being given some "follow-up" assistance while on a job cannot be considered a part of the Work Experience Education Program, such placement and follow-up service is a very valuable function of the school; and the time and effort given to it by school personnel should be fully recognized as a part of their professional load.

5. Admission to the Work Experience Education Program should be limited to only those students for whom careful planning, supervision, and

evaluation will be provided by school personnel and for whom the experience will have genuine educational value.

As is true of other curricular experiences, the work education experience should be carefully *planned* to meet definite purposes, carefully *supervised* to assure best learning conditions and procedures, and carefully *evaluated* to assess results. This planning, supervising, and evaluating not only should involve the students, parents, and employers, but it also must extensively involve school personnel so that the work experience may qualify for curricular recognition along with other school subjects and so that the experience may be of greatest value in achieving educational objectives.

Any student who is not provided this comprehensive service by the school should not be considered a part of the Work Experience Education Program and should, of course, not be given school credit for his part-time employment. The giving of credit *ex post facto* for some employment experience a student may have had during his previous years in high school should not be practiced.

6. Sound bases for the assignment of students to a given classification of Work Experience Education and for determining the ratio of on-the-job hours to semester periods of school credit which they may earn for participation in that classification must be developed and followed.

Inasmuch as a secondary school student may take part in any one of the three classifications of Work Experience Education (*Code*, Article 13.1, Section 115.21), it is essential that the reasons for assigning him to one rather than to another be well based. The chief factor to consider in this matter is the purpose which is to be served by the student's participation in the program.

If the chief purpose of his participation is that of getting vocational guidance through having "opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring" (*Code*, Article 13.1, Section 115.21,a), he should be assigned to the Exploratory Work Experience Education classification. In that type of experience there should be no intent to teach production skills of any kind.

If the chief purpose of his participation is that of acquiring "desirable work habits and attitudes in real jobs" (*Code*, Article 13.1, Section 115.21,b), he should be assigned to the General Work Experience Education classification. The part-time job he holds in this classification need not be related to his occupational goal.

If the purpose of his participation is "the extension of vocational learning opportunities . . . through part-time employment in the occupation for which his course in school is preparing him" (*Code*, Article 115.21,c), he should be assigned to the Vocational Work Experience Education classification.

It is clear that many students in the present Santa Barbara County program are incorrectly classified in terms of *Code* definitions. Many students, for example,

who are participating in one "real" job for an entire semester (rather than observing and sampling many jobs) are now classified as Exploratory Work Experience Education students, but they should be classified as General Work Experience Education students. Some other students who should be classified as being in Vocational Work Experience Education are now erroneously classified as being in General Work Experience Education.

Two questionable practices in the Santa Barbara County program probably account for most of the current confusion in the classification of participants. One of them is the practice in some districts of considering all jobs for *pay and credit* as being a part of General Work Experience Education and all jobs for *credit only* (and no pay) as being a part of Exploratory Work Experience Education. The other practice is that of requiring 20 on-the-job hours of work for each 5 semester periods of credit in General Work Experience Education and 10 on-the-job hours of work for each 5 semester periods of credit in Exploratory Work Experience Education. This use of the factor of "pay" or "no pay" as a criterion for the student's classification and for determining the ratio of his on-the-job hours to the semester periods of credit he will receive does not appear to be justified and fails to take into consideration the basic criteria on which classification and credit should be based — namely, the criteria related to the purpose and nature of the work experience education in which the student is enrolled.

These questionable practices appear to be based on the un-supported belief that work for *pay and credit* is of less educational value than work for *credit only* and that therefore students earning both *pay and credit* should work twice as many hours as students who get *credit only* for the same amount of school credit. As previously stated, the practices are also based on the false assumption that all students now classified as being in Exploratory Work Experience Education are not engaged in *real jobs* for entire semesters.

In the course of this evaluative study it was very frequently impossible to distinguish any difference between the nature and purpose of jobs carried on by students in the General Work Experience Education classification and the nature and purpose of jobs carried on by students in the Exploratory Work Experience Education classification. Furthermore, no evidence was obtained that the *stated purposes* of the Work Experience Education Program were more fully achieved by students in the latter classification than by students in the former classification.

The fundamental questions, then, are not only those related to present classification procedures, but also those related to variations in the amount of on-the-job hours required per semester period of school credit given for participation in the classifications. Especially pertinent is the question as to why students who are paid are apparently arbitrarily required to work twice as many hours as students who are not paid in order to earn a given number of semester periods of credit. It may be argued, of course, that when an employer pays a student he will feel less obligation to supervise and to train him; but

probably such an employer should not have students assigned to him in the first place. Moreover, it can also be argued that when an employer pays a student, the student's experience is likely to be more realistic and more related to the over-all purposes of the program than when no pay is given.

It is specifically recommended that in the Santa Barbara County Work Experience Education Program steps be taken to correct present classification procedures and that *Code* definitions of the classifications be used in determining the classification of each student who enrolls in the Work Experience Education Program. Re-classification of the student should be made whenever the purposes and nature of his work experience warrant doing so.

It is also recommended that in Santa Barbara County favorable consideration be given to eliminating entirely the factor of pay as a determinant of the ratio of work hours to semester periods of credit which are earned. If the paid experience is carefully planned, supervised, and evaluated (as prescribed in recommendation number 5), there is every reason to believe that the educational values received by the student will be just as great as those received in a non-paid experience which is similarly planned, supervised, and evaluated; and therefore equal credit should be given for both. It is suggested, accordingly, that for *every* classification of work experience education 5 semester periods of school credit be given for 10 hours of on-the-job work. Maximum semester periods of credit to be allowed in each classification of work experience must, of course, be in accord with *Code* stipulations, which state that in Exploratory Work Experience Education 5 semester periods of credit may be earned in one semester, with a maximum of 10 semester periods of credit in two semesters; that in General Work Experience Education 10 semester periods of credit may be earned in one semester, with a maximum of 20 semester periods of credit; and that in Vocational Work Experience Education 10 semester periods of credit may be earned in one semester, with a maximum of 40 semester periods of credit (*Code*, Article 13.1, Section 115.22, a-1,2,3).

The adopting of the above recommendation would not preclude a student's participation in the Work Experience Education Program — either in the Exploratory or the General Work Experience Education classifications — without pay. Indeed, such a non-pay arrangement might be necessary for student jobs in schools, libraries, and hospitals; and it might be desirable in some other situations. Nor would the adopting of the recommendation preclude a student's working more hours for pay than he can earn credit for; additional non-credit work hours would be a matter of concern only to the student and his employer. But the adoption of the recommendation would result in classifying students according to the purpose of their participation as defined in the *Code*, and it would eliminate pay as a factor either in classification or in allowance of credit. Educational values in all classifications would be assured by the provision of adequate planning, supervision, and evaluation of the student's participation in the program.

7. Work Experience Education "agreement sheets" should be prepared and used for each kind of job open to students in the program.

Informal, one-page agreement sheets should be written for each kind of job in the program. The agreement sheet should include, in outline form, statements describing the major work experiences which the student will have in the job, statements of the most important educational objectives to be sought in the job, and spaces for signatures of student, school representative, employer, and parent — indicating approval of the agreement by each.

These agreement sheets should be prepared cooperatively by the program coordinators and the employers, and their form and content should be approved by school administrators as well as by the program advisory committee. This practice would do much to clarify the nature and purposes of participation in the various kinds of jobs, and a file of these agreement sheets would be most useful to a student, his parents, and his school counselors in the selection of a job in the program.

Every employer who was interviewed in Santa Barbara County stated that he would be willing to work with a school coordinator in the preparation of a description of the job in which he employed program participants, and most of them indicated a desire to know more specifically the purposes which they were expected by the school to help the student achieve. On the basis of these interviews, it would appear that school personnel would get much cooperation from employers in the development and use of the recommended agreement sheets.

8. The Work Experience Education Program should be closely related to school counseling services and to State employment office services.

Since a primary function of the program is one of vocational guidance, it should rely heavily on services of school counselors and State employment office personnel. Every student who is placed in the program should have had advice and clearance from the school's guidance office; and although any program coordinator or teacher should be free to suggest that a given student take part in the program, the responsibility for selection and screening of the participants should basically be that of guidance personnel.

The kind of cooperation which presently exists between the Santa Barbara County high schools and the California Department of Employment in the matter of placing students in jobs is outstanding and is most worthy of emulation elsewhere. It is recommended, however, that in Santa Barbara County the relationship between the schools and the Department of Employment become even closer. Specifically, it is recommended that every possible step be taken to arrange for the administration of the *General Aptitudes Test Battery* (now given to some students by the Department of Employment) to all high school students at the beginning of the tenth grade, that these tests be given at each of the high schools, and that results of the tests be carefully used by school counselors in the advisement of all students and

especially in the advisement of potential participants in the Work Experience Education Program.

9. The Work Experience Education Program should be coordinated with activities in the high school.

Great care should be taken to avoid divorcing on-the-job experiences from in-school experiences on the part of participants in the Work Experience Education Program. Each of these kinds of experiences should supplement and enrich the other. When feasible (as for example in business education) and if the numbers of students in similar jobs warrant doing so, special classes for these participants should be organized in the high school. When this is not feasible, special job-related "units" should be offered in appropriate regular classes.

So that teachers may know what students are in the program and what their jobs are, at the beginning of each semester the program coordinator should send every teacher a list of these students and their assignments. In addition, copies of the students' work experience education agreement sheets, referred to in recommendation number 7, should be made available to the teachers who have program participants in their classes.

School clubs should also be organized specifically for students who are in the program. The clubs for future teachers as now organized in Santa Barbara County high schools provide an excellent example of the kind of organization desirable in the other occupational fields. These clubs should meet semi-monthly, providing opportunities for talks by employers, counselors, teachers, and others, and affording opportunities for the students to exchange ideas and discuss problems. Active membership in a work experience education club should be required of all students who are in the program.

10. The Work Experience Education Program should be related to the objectives of both general education and vocational training.

In every classification of work experience education emphasis should be placed on helping the student to assume responsibility, to develop mature self-concepts, to work effectively with others, and to achieve numerous other objectives commonly considered goals of general education. The achievement of objectives directly related to vocational education and training should also be emphasized in every classification. In the Exploratory classification the major vocational objectives to be achieved are those of acquiring occupational information and of determining suitability for the occupations explored, but the development of production skills should not be expected. In General Work Experience Education, however, the development of some basic vocational skills (as well as desirable work habits and attitudes) is to be expected, even though these skills need not necessarily be directly related to their future occupations. In Vocational Work Experience Education a marked emphasis should be placed on the development of specific vocational skills which are essential to the student's subsequent full-time employment as a competent worker in the occupation of his choice.

11. Student orientation to the Work Experience Education Program should be provided in the tenth grade.

Through the school's counseling program, students should be fully advised in the tenth grade about the opportunities afforded by the Work Experience Education Program. Furthermore, as is permitted by code regulations, some students should be allowed to enter the program while in the tenth grade (*Code*, Article 13.1, Section 115.23,a). This is especially the case for students who might thus be prevented from dropping out of school.

The program can have relatively little influence on the retention of students if they don't get into it or don't even hear about it until they are juniors. Moreover, the "exploratory" values of the program can have little influence on the remainder of a student's high school curriculum if he already is in his senior year when he enters it.

12. Students in the Work Experience Education Program should be required to be in full attendance in all classes at school in which they are concurrently enrolled.

Even in rural areas where problems of distance and transportation exist, full attendance in classes at school for which they are receiving regular credit should be required of all students who are concurrently enrolled in the Work Experience Education Program. The excusing of these students from attending their scheduled classes at school one day a week to take part in the program cannot be justified. If these students were to be excused, there could be no good reason for not excusing the non-program students as well. If attendance four days a week is sufficient for one group, it should also be sufficient for another — especially when both groups are undifferentiated in terms of intelligence and ability.

The disruption of the teaching-learning procedures in classes as a result of having some students absent one day a week adversely affects not only the students who miss the classes but also the other students, whose progress is slowed down by the lagging effect of such students' behavior after they return from their absences.

The permitting of absences from classes for participation in the program also has a negative effect on teacher morale because it adds to their work and reduces their effectiveness. In turn, these teachers lose enthusiasm for the Work Experience Education Program and find it difficult to be at all supportive of it.

13. Students in the Work Experience Education Program should be given on-the-job supervisory visits by school representatives at least once a month.

Among the most important of the functions of a program coordinator is that of paying supervisory visits to students while they are on their jobs. Through such visits he can best become acquainted with the conditions under which the students are working, with the quality of the students' participation, and with their needs for related help at school. The visits also provide sound

bases for conferences with employers, parents, and teachers, as well as with the students themselves.

Although highly consuming of coordinator time, these visits should be made to each student at least once a month. This means, of course, that coordinators should be available for visitation at all times the students are working. If, therefore, students are engaged in evening or week-end jobs, coordinators must also work during those hours.

14. Written evaluations of students in the program should be made by employers at least twice each semester.

In addition to mere attendance reports which employers should send to the school each week, evaluative reports should be prepared by employers at least twice a semester. These reports should be made on forms which incorporate many of the same items that appear on the work experience education agreement sheets referred to in recommendation number 7. The evaluation should be made in terms of the student's progress toward achievement of the goals agreed upon and in terms of his cooperation, responsibility, initiative, dependability, and similar personal qualities.

The specific nature of the report form used in various kinds of employment situations should be determined jointly by the program coordinator and the employer and should be subject to approval by the school administrator and by the advisory committee.

These evaluations by the employers should, of course, be supplemented by evaluations prepared by the coordinator and by teachers in charge of the special classes or clubs organized for participants in the program. The grade given to a student for his participation in the program should reflect each of these evaluations which apply to him.

15. Adequate records regarding students' Work Experience Education should be retained in the permanent cumulative files of the high school.

It is much more important to keep adequate records of student activity for which credit is given than of activity for which no credit is given. In science and mathematics, for example, better records must be kept of students' work than in some non-credit extra-curricular program. Accordingly, if the Work Experience Education Program is a credit program, the records kept of participants in the program must be as complete and accurate as it is feasible to make them.

The mere keeping of such records during the time of the student's participation in the program, however, is not enough; they should also be retained in permanent files for future study and reference. The retention of every item originally placed in the file would neither be possible nor desirable, but such scores as those made on interest-inventory, general aptitudes, and mental achievement tests should certainly be retained permanently. There should also be permanent retention of a summarized description and evaluation of the student's specific work experience.

These records will prove to be of much value to school personnel when in subsequent years prospective employers of graduates from the high school request in-

formation and recommendations regarding the former students. The records will also prove to be most useful in any evaluative study which is made of the Work Experience Education Program in a high school district. The dearth of such adequate permanent records was a serious obstacle in the conducting of this evaluative study in Santa Barbara County.

16. The ratio of students enrolled in the Work Experience Education Program to school personnel who coordinate and supervise the program should be held to a level which will assure greatest effectiveness in terms of time and effort expended by the coordinators and educational values gained by students.

The minimum daily time which should be allocated to a coordinator during the development of a new Work Experience Education Program is two class periods, and this amount of time should probably not have to be increased until as many as 20 students are enrolled in the program. It is recommended that three class periods be given a coordinator when from 20 to 32 students are enrolled; that four class periods be given when from 33 to 45 students are enrolled; and that full-time be given when from 46 to 60 students are enrolled.

Variations in local conditions and circumstances will affect the feasibility of implementing this suggestion, but it is most unlikely that the provision of less time for coordination than that recommended will result in a good program. It is especially unlikely that one full-time coordinator could do a good job with more than 60 students. For that number of students he would have to make at least 300 on-the-job supervisory visits per semester in addition to holding conferences with the students' employers, their teachers, their counselors, and, in many instances, their parents. Furthermore, he would have innumerable conferences with the students at school; and he would supervise the keeping of all records regarding their work experience. He would also be expected to organize and even conduct, when appropriate, related classes or clubs at school. It is likely, too, that he would be called on to assist in placement and follow-up service of not only these students but also former students who had graduated from the high school.

All of the above activities would be carried on continuously in an established program. Along with them would be the need, especially in a new program, for the finding of employers to take part in the program and for acquainting these employers with what is to be expected of them.

The carrying on of this job in such a manner as to assure the highest quality of educational achievement by the participants can be expected only if the program coordinators' assignments and responsibilities are held to a reasonable level; and since the quality of the program must be considered much more important than its size, the number of students enrolled in it must be sufficiently restricted to allow essential coordinator services.

17. Adequate clerical service, office facilities, and means of transportation should be provided personnel who direct and coordinate the Work Experience Education Program.

The performance of a great deal of secretarial or clerical service by a program coordinator himself is a most uneconomical use of a professional person's time. Less costly personnel should be engaged to do such work so that the coordinator may be permitted to carry on the aspects of the work which only one of his qualifications is capable.

A considerable amount of the clerical work necessary in the operation of the program may well be done by business education students who enroll in the program for credit and spend two hours a day in the coordinator's office as their work experience education assignment. In a small program these students would work under the direct supervision of the coordinator, but in a larger program they would be supervised by a secretary who should be employed in the coordinator's office.

Sufficient office space for conducting conferences, for housing secretarial and clerical activities, and for storing record forms must be provided to permit effective and efficient handling of the program; and, of course, needed typewriters, files, and other necessary items of equipment and furniture must be furnished.

Transportation facilities must also be made available to coordinators for their use in visiting students, employers, and parents. A school-district-owned automobile may be provided for this purpose or the coordinator may be reimbursed on a mileage basis for the use of his own automobile.

18. *The responsibilities of Work Experience Education Program Coordinators should be clearly defined, and competencies to assume these responsibilities should be assured.*

Since the position of the Work Experience Education Program Coordinator is a relatively new one and since programs have varied somewhat from community to community, the responsibilities of the coordinator are as yet not precisely defined. It is good that precise definition of the job was not made during years when experimentation and flexibility in the position were essential. The time has now probably come, however, when such definition is not only possible but desirable — especially with regard to a full-time role in the position.

It is suggested that in Santa Barbara County a job analysis be made of the activities engaged in by the program coordinators and that an attempt be made to determine which activities are most pertinent to the achievement of the objectives of the program and what competencies on the part of the coordinators are most essential to the effective carrying on of these activities.

Competencies in pupil guidance and counseling are, in all probability, among the most important qualifications of a Work Experience Education Program coordinator. Competencies in teaching and administration are also likely to be of much value, as are competencies involved in various aspects of the business world. Fundamental to success in the coordinator's activities, moreover, are his dedication to the program objectives, his willingness to serve beyond the "normal call of duty," and his ability to work well with both youths and adults and with both laymen and educators.

A much sharper identification of just what competencies are needed in the successful performance of a

coordinator's functions and of what background of experience and training are most likely to result in these competencies might be made in a research study, possibly by a candidate for an advanced degree at a university. The findings of the study could provide a basis, also, for determining what credential requirements should be met by a coordinator.

Particularly, in Santa Barbara County, should every effort be made to fill subsequent program coordinator positions with educators of such high qualifications — personally and professionally — as those held by men who have thus far served in this capacity.

19. *A continuous program of interpretation regarding the Work Experience Education Program should be carried on.*

Through the use of regular and special school bulletins, newspaper stories, periodical articles, school and community meetings, and other appropriate means, information about the program and interpretation of its purposes, achievements, and needs or problems should be systematically provided to school board members, teachers, employers, parents, and other laymen of the school district.

Only in this manner can intelligent and consistent support of the program be gained and maintained. Mere "enthusiasm" for the program, essential though such enthusiasm may be, is not enough; it must be based on an understanding of the program and on factual information about the "what," "why," and "how" of the program. Uninformed or unfounded enthusiasm can be quickly dissipated and may even "backfire" when a program is attacked by organized opposition to it. Criticism of the program should, of course, be welcomed and invited, and warranted changes in the program should be effected; but all actions taken should be based on facts which are clearly presented and widely disseminated.

20. *Periodic comprehensive evaluative studies should be made of a school district's Work Experience Education Program.*

Although program evaluation should be inherent in the very conduct of the program, comprehensive evaluative studies of its purposes, procedures, and outcomes should be made from time to time. As in Santa Barbara County, interested faculty members should be encouraged to relate their research for master's and doctor's degrees to various aspects of the program which are in particular need of investigation. Also, as in Santa Barbara County, studies of the kind reported in this monograph should desirably be carried on after a program has been in effect for a period of five or six years.

Since the program in Santa Barbara County is in many respects a pilot program, it is specifically recommended that in that county another study — patterned largely after this one — be made in 1965 or 1966 in order to assess the results of changes which are made in accordance with the present recommendations. It is confidently predicted by the research staff that such a study will produce findings which are appreciably more supportive of the program than are the present findings, which already reflect the existence of a successful and highly valuable program.

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